SAFETY Education

OCTOBER 1958
Two Sections · Section One

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

NATIONAL SCHOOL SAFETY HONOR ROLL ISSUE

As I See It . . .

SCHOOL officials and responsible community leaders are constantly looking for tools and methods to evaluate the effectiveness of their school instruction program. In the traditional subjects, such as mathematics and English, nationally standardized or "achievement" tests are used.

In the area of safety, more and more school people are using the National School Safety Honor Roll Check List to evaluate, expand and upgrade their accident prevention and safety education program.

Some 4,710 schools successfully measured the effectiveness of their safety programs by participating in the National School Safety Honor Roll Program during the 1957-58 school year. Each of these schools used a uniform check list not only to check the number of safety activities and projects provided in the curriculum but to ascertain the strong and the weak segments of their safety education program. In addition, these schools, for maintaining a high standard of performance in safety education, received the *Honor Roll Award* from the National Safety Council.

In looking over the programs outlined by these 4,710 schools we find more than enough activities to constitute a well-rounded safety education program. Some of them are: use of *Standard Student Accident Reporting;* provision of safety inspection of school buildings and grounds; use of monthly safety lessons; pupil excursions and field trips; and experiences for student participation so that pupils learn by doing.

Honor Roll schools will continue to expand and upgrade their programs because standards of the Honor Roll dictate that both quantity and quality of instruction and activities be progressively raised as the school participates each successive year. It is through this program that schools receive a critical evaluation of the existing program and suggestions for improving the instruction as well as providing a safer environment for the student.

In addition, the Honor Roll brings the school and citizens closer together in working for a safer community in which to live. This provides a close relationship and coordination between the community and the school safety program, which is important because community needs should dictate the school program. Allied with this community relationship is the fact of enhanced public relations. The school can achieve these by bringing in local speakers, having the Honor Roll certificate presented by the local safety council or some other civic organization.

If your school is not now participating in the Honor Roll Program, write the National Safety Council for information.

IVAN L. ELAND
Senior Consultant
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SAFETY *Education*

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Beverly Thompson Kramer, *Editor*
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CONTENTS for OCTOBER, 1958

Of Specific Interest

Elementary

Working Together for Good Safety Education
—*James Mann* ... 15
The Whole Town Gave A Halloween Party
—*Mary Ellen Gothberg* ... 19
Where Are the Accidents Happening?
—*Gerald J. Hase* ... 40
Elementary Safety Lessons
—*James Mann* ... 45

Secondary

It's More than the Whoosh and the Bang
—*Robert F. Gartner* ... 7
Educate for the *Situation*
—*Frank Bennett* ... 12
Secondary Safety Lessons
—*Dr. Vincent McGuire* ... 49

Of Interest to All

Does the "Answer" Lie with our Schools?
—*Maj. Gen. George C. Stewart, Ret.* ... 2
See You at the Congress! ... 5
Halloween Citizenship Lesson
—*Dalibor Kralovec* ... 10
4,710 Schools Achieve Honor Roll ... 20
National School Safety Honor Roll Listing ... 21
Poisonous Plants
—*safety education data sheet no. 8 (revised)* ... 37
Views and Reviews ... 44
The Bulletin Board ... 53

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Does the "Answer"

Is safety education in the schools today justified? Will the problem of accidents ultimately be answered in our classrooms—*must* it? Decide for yourself after reading this speech given at the First National Conference on Traffic Safety Education for Catholic Schools, by

Maj. Gen. C. C. Stewart, Ret.
Executive Vice President
National Safety Council

IN considering the need for safety education in schools, I will not limit my remarks to traffic accidents. Rather, I am going to try to present to you the accident situation our country faces, with its moral and social implications, and let you decide whether or not there is a justifiable need for safety education in our schools today.

There are a number of ways through which the accident situation could be portrayed. I have chosen the five-year period, 1953-1957, rather than any one year. I have done this to avoid the possibility of creating the impression that any one year might be exceptional, and to illustrate the tremendous cumulative effect of accidents as the years pass by.

During the five years, 1953-1957, accidents in our country:

- killed 468,000 people, or more people than live in Kansas City, Missouri;
- injured 47,000,000 people, or more people than the combined populations of the states of Illinois, New York, California, Pennsylvania and Iowa;
- cost the people of our country $52,800,000, or approximately 75 per cent of the expenditures of the national government during the fiscal year of 1957.

The cost in lives, injuries and dollars are matters of record that can be recounted as I have just done. But who can say, or even imagine with any degree of accuracy, the cost in human grief, human suffering and the loss to our nation of talent and productive potential? No one can give you this information, but certainly the statistics we have indicate the terrible toll accidents have exacted in terms of human suffering and social losses.

Probably the most tragic aspect of this accident toll is the number of young people who are victims. To illustrate this point, let's take the statistics for 1956.

During that year, the total number of deaths from all, and I repeat "all" causes, in the age group 5 to 24 years, was 39,486. Fifty per cent of these deaths—19,743—were caused by accidents. In the age group 5 to 19 years alone, that is the pre-college age group, total deaths from all causes were 25,711. Of these, 12,609, or approximately 50 per cent, were caused by accidents.

Aside from, and more significant than, the cold statistics on accidents, are the moral implications to a people who permit preventable accidents to take their toll year after year.

This facet of accidents was clearly enunciated by His Holiness, Pope Pius the Twelfth, in October, 1955, in his address to the Second World Congress on the International Highway Federation. In commenting on highway accidents, Pope Pius said and I quote:

"Today's cars, more numerous, speedier and heavier, create an ever-increasing danger for each other and for pedestrians. There are many and varied causes of accidents, some material, others psychological. As to the first, men are applying themselves, we hope, to the task of finding a completely efficacious remedy. But it is also necessary to inculcate in everyone a sense of his grave duty to respect the lives of others."

Later, in the same address, he said:

"We wish to believe that your concern, which is also ours, will not be without effect, and a better educated public opinion will create on the highways an atmosphere of courtesy, moderation and prudence corresponding to the best traditions of Christian civilization."

Lie with our Schools?

The words of His Holiness were echoed in November, 1957, when the United States Catholic Bishops published a statement "On Traffic Safety." I quote:

"God has commanded: Thou shalt not kill. The conscience of mankind rightly extends this law to all actions which, without due reason, endanger the health and physical integrity of any person. Suicide and reckless actions which endanger one's life or safety are as reprehensible as murder and mayhem.

"In far too many situations where death or injury occurs in automobile accidents, the driver is at fault. His carelessness, neglect or reckless conduct causes the death or injury. From a legal standpoint, such conduct is a crime. From a moral and religious viewpoint, these actions are sinful.

"Each of us has an obligation to seek an enlightened and educated conscience. It is for this reason we urge, with the utmost seriousness, that every driver reflect upon the moral obligations he assumes.

"The distinctive mark of the follower of Christ is his love for his fellow man. The mark of the upright and conscientious man is his strict regard for the rights of others. On the basis of both justice and Christian love, we appeal to our fellow American citizens to join in a crusade to keep our highways safe."

To me, there is still another aspect of accidents of great importance to our country and to the free world.

Our country in particular, and the free world generally, proclaim our respect for human life and our regard for the dignity of the individual human being. We *do* have this respect and this regard, and there is no intentional insincerity in what we say. This moral position constitutes our most effective weapon in the war between Christian civilizations and atheistic Communism. It is so effective that the Communists have adopted the same line, which was very evident at the Second World Congress on Occupational Safety in Brussels, Belgium.

Now it seems to me that we are vulnerable to the charge, which the Communists will be most happy to make, that our protestations of regard for human life and welfare are inconsistent with our accident record.

It would be awkward, indeed, to maintain our position of placing human well-being before all other considerations in the face of Communist propaganda listing 95,000 dead and 9,600,000 injured in the United States during 1957 by preventable accidents. What could we reply in explanation of 14,200 workers killed on the job, 38,500 killed by motor vehicles, and 28,000 killed in our homes during one year by accidents?

(Continued on page four)

General Stewart

Does the "Answer" Lie with our Schools?

(Continued from page three)

What could you, as teachers, say to explain away the fact that one-half of all the deaths that occur among school-age young people are caused by accidents?

I don't know what we could say, but I do know that these accidents are a threat to our national strength in our struggle with the Communist philosophy. And I do know that neither as individuals, nor collectively as a nation, can we dodge or otherwise avoid bearing responsibility for the correction of our accident situation.

It would be presumptuous of me to attempt to tell you the role of our schools in the life of our nation, and I will not try to do so. However, it is beyond my belief that our schools could fail to take cognizance of a condition that every year affects physically, morally and financially one out of every four of our citizens. Neither can I believe it acceptable to the teaching profession to ignore conditions that are responsible for one-half of all the deaths that occur among school-age young people.

Since the dawn of the present century, technical advances have made tremendous contributions to the welfare, comfort and pleasure of people. Unhappily, these things have also developed hazards to our physical well-being, and our ability to control the product of technology has not kept pace with the dangers it has produced. Even more serious is the deterioration of our moral sense of responsibility as typified by lack of concern with the human toll of accidents. Obviously, there is an urgent need for a much greater effort to control the physical aspects of accident causes. As pointed out by the Pope and the Bishops of the United States, there is an equally urgent need for the development of an awareness of the moral issues and moral responsibilities involved in accidents.

The attitudes and the habits that develop from attitudes of our young people are tremendously influenced by the teachers they meet during the years they spend in school. Only the home and family exert as great an influence on young people as do their teachers.

In conclusion, I pose this question. If accidents are a major problem to the people of our country, if the toll of accidents affects our national security, if our failure to reduce this toll weakens our moral position before the world, if there are moral issues for each of us in the accident situation, and if schools and teachers exert a tremendous influence on the attitudes of our young people, if all these things are true, my question is—is there a need for safety education in the schools?●

Harry Stahl

Bert Woodcock, Harry Stahl Die

BERT WOODCOCK, director of safety education at Iowa State Teachers College and a past chairman of the Driver Education Section, National Safety Council, died recently.

Woodcock, a pioneer and leader in the safety education field, had been at Iowa State Teachers College as instructor, associate professor and director of safety education since 1946. Before that, he had been with the Iowa Department of Public Safety, Division of Safety Instruction, for four years.

A scheduled speaker for the tenth anniversary celebration of the Driver Education Section at the coming Congress, Bert had been a member of the National Safety Council for many years, was also a member of the Driver Training and Safety Education Committee of the American Association of Motor Vehicle Administrators and a director of the state safety council. He was instrumental in framing Iowa's new driver license examination and in testing new driver training devices.

Harry Stahl, secretary of the Central New York Driver Education Association, driver education teacher in four rural New York high schools and a long-time member of the Driver Education Section, died last summer.

A contributor to the Forum-in-Print for the September issue of SAFETY EDUCATION, Stahl was a graduate of East Stroudsberg State Teachers College, East Stroudsberg, Pennsylvania, and taught physical education until 1954 when he became a driver education instructor at centralized schools in Cincinnatus, Virgil, Truxton and De Ruyter, New York.

See You at the Congress October 20-24

Join other safety educators from across the nation in Chicago this month. Object: better ways of accident prevention education . . .

OCTOBER 20 to 24, 1958, is the Big Week; the National Safety Congress is the Big Event; and the Morrison Hotel, in Chicago, is the Big Place—where safety educators from every part of the nation will gather this fall.

Teachers, school administrators, parents, representatives of educational organizations and others who are just "plain interested" in accident prevention will meet with one goal in common: to learn new ways of making the children of our nation safer, more well-adjusted human beings to the astounding world around us.

Highlight of the Congress to these people will be the School and College Sessions, which will start at 1:30 p.m. on Monday, October 22. Highlight of the School and College Sessions: who can tell? Who can tell which speech will move, which conference will provide "the idea," which session will provide the stirring inspiration?

Opening event for those attending the School and College Sessions will be the first annual Gordon C. Graham Memorial Lecture, "Current Pressures in Safety Education," to be given by Dr. Marion R. Trabue. In this first lecture in memory of Gordon C. Graham, the former safety education director for the city of Detroit who was one of the founders of the Safety Education Supervisors' Section and the first chairman of the Driver Education Section, Dr. Trabue will outline important aspects of safety education today and tell how safety educators must face the problems and challenges that will become ever more searching in years to come. Dr. Trabue has been an exponent of safety education since the days when the need for actual training in habits and attitudes of safety was scarcely recognized by school people. Formerly dean of the School of Education of Pennsylvania State University from 1937 to 1956, he is now a professor of education at the University of Kentucky in Lexington.

Two important functionaries in the safety education picture are the school board member and the school superintendent. After the Graham Memorial Lecture, Mrs. Pat Talbott, a school board member from Wichita, Kansas, and C. S. Thyberg, superintendent of schools in West Covina, California, will discuss, respectively, the city's and the suburban community's particular positions concerning "Special Safety Problems of Recently Expanding Communities."

After this introduction to a week of hard thinking and the interchange of ideas, Congress-goers will adjourn to an anniversary reception honoring NSC's Driver Education Section on its tenth anniversary, and its chairman, Amos E. Neyhart, for his 25 years of service to driver education.

Monday evening, registrants will get down to the business of actual participation in the sessions. Five meetings will delve into (1) the development of safety attitudes; (2) the licensing, control and education of motorized bicycle and scooter operators; (3) the implications to safety education of new scientific discoveries; (4) safety in the practical arts, and (5) further meanings in the topics discussed at the afternoon session. Congress-goers can choose any three of the afore-mentioned topics. Each group will hold three 40-minute meetings. A leadership team of from three to nine safety educators will be available in each group to direct the discussion and answer specific questions put to them.

On Tuesday, school transportation authorities will study the gathering and use of school bus accident data and hear a report on the Kentucky school bus tragedy of last winter, in which a school bus out of control plunged into a river, killing many children. Captain Harold Lunsford of the Bureau of Records and Identification, Kentucky Department of Education, will tell what happened on that tragic occasion.

(Continued on next page)

Right: Amos Neyhart, Penn State University, chairman of the Driver Education Section, will be honored at the Congress for 25 years in safety education.

See You at the Congress!

(Continued from preceding page)

Those with interests in the elementary school field will join with NSC's Standard Student Accident Reporting Committee to study ways in which children get hurt in school, at home and in other non-traffic situations.

The vital and growing importance of research—into attitude development, teaching methods and accident causation—gives it a prominent place in this year's Congress program. On Tuesday afternoon, the Research Committee of the Higher Education Section and the Elementary School Section will co-sponsor a symposium on recent significant research contributions. Charles P. Yost, director of the safety education program of the University of Wisconsin, will lead the discussion, at which studies on elementary school accidents, the relationship between emotional immaturity and accident prone-ness, and safety practices in the physical education program for boys of secondary schools in North Carolina, will be reported on.

The Elementary School Section will follow the research meeting with a group discussion on how the information obtained in research can be used in the elementary school classroom. College safety educators will gather to organize officially the Research Committee of the National Safety Council.

Tuesday evening, safety education supervisors will have the opportunity to get together to discuss problems peculiar to their particular areas—science experimentation and safety, leadership and communications between the safety education supervisor and the building safety coordinator, television teaching in driver education (featuring a film showing of the Cincinnati driver education television course), and general supervisional problems.

The Driver Education Section, celebrating its tenth anniversary, has planned an outstanding program encompassing the entire field of driver education and traffic safety. Driver education sessions will start on Wednesday morning when Amos Neyhart, Section chairman, presides over a meeting which will delve into ways of upgrading and expanding driver education programs. In later gatherings, driver educators will explore methods of improving their programs, problems encountered in teaching driver education, and research which has been conducted in driver education and traffic safety.

Congress-goers whose special field of interest lies in the area of college safety will find themselves in meetings which focus on the role students can play in campus safety operations, and the influence of climate on the college safety picture. In the latter instance, representatives of colleges in cold weather climes will meet separately from those whose campuses are located where the weather is warm all year around; later, they will get together to pool the information they have elicited on climatic influences.

The School and College sessions end Thursday afternoon with a gala luncheon-general session marking the tenth anniversary of the Driver Education Section. Past general chairmen and staff representatives of the Section will be honored as Norman Borgerson, assistant superintendent of schools, Michigan State Department of Public Instruction, tells of solid contributions made by the Section in the ten years of its existence. A look into the future will be given by Amos Neyhart, who will outline next steps the Section will take and priorities for action.

Safety is really a moral attitude, and whether a person acts with regard for his own life and the lives of others, or doesn't, is often a reflection of his religious beliefs, his moral standards and personal code of ethics. The Rev. Carl S. Winters, pastor of the First Baptist Church of Oak Park, Illinois, will bring this religious aspect of safe actions and attitudes into view in a talk entitled, "Morality: First Code of the Road."

That night will be the night of the big Congress Party, at which School and College delegates will mingle with some 12,000 others attending the sessions of the National Safety Congress being held at various Chicago hotels. The party, held at the Conrad Hilton Hotel, is an exciting finale to a week of hard work.

More than 180 manufacturers of safety products will exhibit during the Congress a vast and interesting array of safety devices, equipment, aids and ideas to help solve accident problems. The exhibition, which will be held in the North and South Exhibition Halls, Second and Third Floors of the Conrad Hilton, should be of real

(Continued on page 55)

When he saw a group of boys firing a rocket in their back yard, the author, a missiles expert, became concerned. He became adviser to the group, and with *these* boys, . . .

It's More than the Whoosh and the Bang

By Robert F. Gartner
Associate Engineer
Ballistics Section
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DR. WERNHER von Braun has said the reason Germany had such a head start on the United States in rocket development was that he and other young men wanting to experiment with rockets had the support of their government.

In this country, men like Prof. R. H. Goddard, who conceived and fired the first liquid-propelled rocket, were forced to work with private funds and contend with official harassment. Goddard had to leave his native state and go to New Mexico. Newspapers ridiculed him, and even his colleagues failed to understand him. Now the United States, almost left behind on its launching pads as the giant Sputniks hurtled into orbit, hails him as a courageous pioneer.

Thousands of young would-be rocketeers find themselves in an equally awkward dilemma. Beguiled by the national clamor for science emphasis in education, they find this means blackboard theory only. Eager to vent their scientific curiosity in the glamorous world of

(Continued on next page)

Right: Members of the Park Forest Rocket Society, meeting after school in Rich Township High School, work out ballistics calculations for their rocket.

It's More than the Whoosh and the Bang

(Continued from page seven)

rockets, they are branded as kids playing with fireworks.

Some of them are. But many are eager young men who will be the mathematicians, the engineers, the physicists of tomorrow. Already, barely at the threshold of useful scientific careers, they have remarkable attainments in knowledge related to rocketry. I know, because I work with them.

They are not interested in the whoosh and bang of fireworks, although like all young people I suppose they get a thrill out of a launching. But there is more to it than that—a bigger thrill of seeing the consummation of theoretical planning, of success in the solution of a puzzle. The Wright brothers were not content to leave their wire and fabric dream on the floor of their bicycle shop; they had to see it fly.

I began to share this tremendously stimulating quest of youth into the unknown last fall, when I observed a group of teen-agers trying to fire a rocket practically in my own back yard. They lit the fuse on a six-foot-long rocket and huddled behind a mound of earth waiting for something to happen. Nothing did, because a pocket of glue inside the rocket snuffed out the spark.

Knowing what propellants can do, the experience made me as jumpy as an explosives engineer watching a kid hit a blasting cap with a hammer. I wondered how much they knew.

Did they know, for example, that while some propellants are not as powerful as conventional explosives, they explode more sharply? Did they know that two ounces of fuel is not just twice as powerful as one ounce—that the strength increases as the cube of the weight?

Were they using liquid fuels? Concentrated hydrogen peroxide, for example, is 75 to 95 per cent, compared to the five per cent solution they knew from the home medicine cabinet. This liquid decomposes so quickly under the right conditions that it amounts to an explosion. Pour a little on an oily rag and you have a fire, it's so rich in oxygen. If any gets on your skin, it will not only bleach, but burn. Or consider nitric acid: everyone knows what it will do to the skin, but few realize the toxicity of the fumes. Then there's aniline—three ppm can kill.

Boys experimenting with rockets need guidance. Officials serving public safety and jittery parents, can only suppress. High school science teachers, dedicated as they are, do not qualify as rocket experts. Rocket loading and firing is a dangerous job even for rocket specialists.

Since I have seen a few rocket firings—and misfirings—I couldn't rest until I had worked my way into the group of boys in my neighborhood. I was concerned about their safety, and I enjoy seeing youngsters work out problems. I began to ask questions and found out that the boys had the ability to design a *real* rocket. All they needed was to be shown how. That was the beginning of the Park Forest Rocket Society in my community.

The boys are building that real rocket now. We decided right away that we wouldn't touch fuels; that was a danger unnecessary to the intellectual exercise these boys really sought. We plan to fire it, all right, but not until we can get the rocket loaded by experts and fired by experts.

When we get our rocket finished we will ask one of the companies that do the loading for the armed services to load it for us. We are trying to arrange for the army to fire it for us. One of the advantages of firing at a range is that since they are prepared for a blowup, a static test is unnecessary. Some firing setups are so touchy that a good healthy static charge can set them off.

There are several artillery ranges within a

day's bus trip so the boys can be present to see their rocket fly. Jefferson Proving Grounds in Indiana and Camp McCoy in Wisconsin are possibilities. Armour Research Foundation has done some firing at McCoy. Since we are not far from Lake Michigan, we might be able to fire into the lake with designs that don't have to be recovered.

The boys are designing the rocket motor now. They are doing the stress analysis and interior ballistics calculations. I give them examples so they can learn the method, and advise them as they go along.

Then we will start fabricating the metal parts. The fellows know already that they want a stainless steel shell. It will take three or four weeks to finish the motor, and then we will send the finished rocket to a propellant company for loading. While it is being loaded, the boys will calculate trajectories and build a launcher. A launcher is fairly simple—a two-rail, five-foot-long guide for the blast-off.

If our plans proceed on schedule, the propellant company will send the loaded rocket to the army base, we will travel by bus to the launching site on the appointed day, and watch the firing from a blockhouse. High-speed motion picture coverage will tell us how stable our design is, whether the fins stayed on, whether it failed, or flew straight and true to burnout.

This first rocket, assuming the boys make the right calculations, build a motor free of weak spots, and several other "ifs," should reach a height of about three miles. That is our rough guess for a rocket three inches in diameter and two feet long. This is about as close as we want to estimate without more design calculations.

On our second rocket, assuming we have a successful flight with the first one, we want to do some telemetering of air-flow data. Later, we might want to subject a white rat to acceleration and weightlessness tests. Another interesting trick would be taking some pictures at altitude. One boy is interested in aerodynamics; he wants to experiment with fin shapes. Later on, the boys want to work on servomechanisms for guidance and control, parachutes and fins for recovery of payload, stability, radar for tracking, computers for calculating trajectories, and nuclear engines for space flight.

These boys believe the study of rocket design, upper atmosphere conditions, space navigation, and aerodynamics is interesting and exciting. They even believe it is more exciting than firecracker shooting, which is what much amateur rocketry amounts to. They have learned by studying rocketry that professional rocket men don't design, build, load, and shoot their own. They specialize. We think the highest specialty is design, and that's what we concentrate on.

These steps might seem overelaborate, and if the only consideration were the public safety, they would be. Fireworks and explosives laws now on the books are adequate to prevent rocket firings in most populated areas. There is more to be gained than freedom from air navigation hazards and falling hardware, though.

Finding someone trained and willing to sponsor teen-age rocket societies might seem to be an impossible job. The men capable of doing the work are busy with the vital job of building and testing defense weapons. However, with proper organization, the skills of these men can be made available to every boy who is willing to do the work.

This is where schools and school people can come in. School teachers are in an excellent position to know which boys and girls have an enthusiastic interest in rockets. Seeing this interest and wanting to do something about it, they can encourage the youngsters to organize, and sponsor them. They can find the youngsters expert help to lead and assist them in realizing their rocket-building aspirations. Teachers might even agree to lead the clubs themselves and learn about rockets right along with the students—as long as they leave the loading and firing to professionals.

The army, too, might help sponsor rocket societies to the extent of providing technical guidance, arranging for propellant loading, and furnishing safe and adequate testing facilities.

The schools can provide meeting rooms so professional rocket men can contact more than one group at a time, can reproduce any printed notes that might be written for the boys, and supply a coordinator to help insure a consistent effort. The school's public information facilities can arrange for publicity.

For a fraction of amount of money that conventional scholarships cost, we can educate rocket scientists and engineers for the country's future scientific, military, and commercial rocket requirements. An example of the kind of stimulation the Park Forest program has provided is the case of 17-year-old Phil Norem. He didn't understand the difference between differential and integral calculus in a rocketry book he was studying, so he started studying on his own. Now he is mastering second-year-college calculus●

Halloween Citizenship Lesson

Philadelphia has less juvenile trouble at Halloween than at any other time of the year. Here is how the schools lead in accomplishing this record. . . .

Above: The whole neighborhood helped make this parade a success.

WHEN a community shares its safety responsibilities with purpose and enthusiasm, the safety record sky-rockets.

Here in Philadelphia, there are fewer felonies and misdemeanors during the three days before Halloween than on any other three days during the year.

Why? Why is there a better safety record here during Halloween, a time historically noted for its pranks, than at any other time of the year? Because everybody—and I repeat, *everybody*—works for a safe and sane Halloween. Parents, schools, police, firemen, service and commercial groups, radio and television broadcasters and public officials all lend their talents and time to make Halloween a time of gaiety and fun, with no unfortunate after-effects.

The Philadelphia Halloween Observance Committee was organized in 1950, with the underlying purpose of taking advantage of the horde of opportunities this fun-filled holiday can bring in emphasizing citizenship and safety.

The committee starts early each school year to develop city-wide plans for the safe and sane observance of Halloween. Under leadership of the schools, it meets in September to organize its thinking, outline duties. Members include representatives of the schools, the Police Department, the Fire Department, the Federation of Community Councils, the Philadelphia Safety Council, various service and commercial groups, and numerous public relations groups including newspaper, radio and television stations. After this first meeting, Committee members themselves contact scores of other groups and individuals throughout the city for assistance in the Halloween plans.

The whole-hearted cooperation of the citizenry in our community of more than two million persons is astounding. This cooperation ranges from the mayor to the local P-TA member, from the school superintendent to the kindergarten teacher. It takes such forms as:

- a news release by the mayor of Philadelphia;
- a letter from the superintendent of schools detailing instructional procedures, standards of behavior and activities;

▸ a directive from the Archbishop to all Roman Catholic parochial schools and parishioners to observe the moral implications of the occasion;

▸ communications to many interested civic and industrial groups;

▸ distribution of posters and other materials by the Safety Council of the Chamber of Commerce of Greater Philadelphia;

▸ orders from the police and fire commissioners at morning roll call on Halloween, alerting all department personnel, and the assignment of special watches at strategic places;

▸ articles and pictures in newspapers properly timed to stimulate the public to a proper observance of the season;

▸ radio and television spot announcements;

▸ Halloween flyers distributed by food store chains in packages;

▸ bulletin by the Philadelphia Milk Exchange cautioning its members to protect their milk bottles properly;

▸ film spots on Halloween prepared by the Philadelphia Theater and Amusement Association for showing in local movie theaters;

▸ Halloween programs and discussions by the Boy Scouts leading to wholesome activities for a "Golden Rule" Halloween season; and

▸ parties and parades arranged by business, service and other groups.

By Dalibor Kralovec
Assistant Director in Charge of Safety
Philadelphia School District

In addition, the Home and School Council cautions parents to (1) be responsible for the proper conduct of their children at this time of year; (2) keep small children off the streets after dark unless accompanied by adults; (3) see that older children observe curfew hours; (4) plan home celebrations for their children and friends; (5) keep milk bottles, rubbish, ashes and all movable equipment indoors; (6) make certain that their children have no soap or chalk for improper use; and (7) protect their cars.

Left: 1958 booklet published by the Philadelphia public schools presents cleverly depicted safety hints for Halloween-time. Below: Everyone enjoys the gay Halloween costumes of these children.

The schools in Philadelphia encourage teachers to develop the Halloween idea in relation to attitudes of constructive citizenship. They emphasize the prevention of acts of property destruction and often use Halloween safety rules as an applicable follow-up for Fire Prevention Week learnings.

Safe practices are stressed in carving pumpkins, lighting the pumpkins and costuming, and many constructive Halloween activities are planned for schools, homes and entire communities.

Some school activities planned in connection with Halloween are: assembly and other programs, notices and bulletins to parents, group discussions, safe behavior codes, newspaper articles, poster displays, club activities, parties, dances and parades, painting of store windows, construction activities, and the collection of non-perishable goods for worthy causes.

Yes, all of Philadelphia's children have a gay time at Halloween —and it's the safest time of the year. Our Halloween celebrations are a big job—but they're worth it. The entire city benefits●

Educate for the *Situation*

Know the accident facts in your community, *apply them* to your driver teaching, *produce* drivers who are prepared for local accident potentialities, *cut out* everything that doesn't lead directly to safer driving,

says Frank Bennett

MORE than 1,700,000 eager young teenagers took their long-awaited places in the nation's driver education classrooms last month. When they emerge with glossy new driver's licenses at the end of their training, will everything possible have been done to prepare them for a *lifetime* of *safe* driving?

The many research reports agree that there is a definite value to driver education, that those who receive this instruction are usually charged with fewer traffic violations and are involved in fewer traffic accidents.

But driver education instructors are constantly seeking new methods to improve their work. They cry for research to determine how to increase the effectiveness of the program.

Some suggest offering the course to students earlier in their school life. Others say a more advanced course should be offered to boys. Many think much of the value of driver education "runs out" in about five years.

Differences in results of driver education courses, it is certain, may be traced to dissimilarities in facilities, equipment, training aids, preparation of teachers, and time devoted to the subject. I want to call attention to several more factors which may also improve driver education's effectiveness, not only temporarily, but *for the full lifespan of the new drivers.*

We in the field of driver education are committed to the idea that this is a practical course in accident prevention on the highways. If our training does not reduce the number of accidents, we have no right to be "in business." If driver education is just a way of teaching citizenship, there are many ways far cheaper and easier to achieve this important objective.

Driver education requirements of city and state departments of education have been raised several times. Standard national requirements (set at the last National Conference on Driver Education) are now: 30 clock hours for classroom instruction, a class average of six clock hours in practice driving, and additional time for observation.

These standards may be raised even further at the Third National Conference, held at Purdue University. But they may not. Some educators are asking for a re-examination of the standards. Certainly, quality of classroom instruction and practice driving is far more important than number of hours made available to the program. It is reasonable to expect local emphasis to depend largely on community needs and on total amount of time available.

The driver is the "key" to successful motoring on the highway. Therefore, we must "remember the driver" throughout our entire program of classroom instruction and practice driving. *Whatever is done to educate the driver for safe operation of a motor vehicle on the highway should be planned in accordance with the best principles of safety education and with the problem-situations as they exist on the highways in the communities over the country.*

Whenever a teacher plans a learning exercise in the classroom or an activity for behind-the-wheel instruction, he should ask himself this question: "Will this activity help produce a *safer* driver?" It may be difficult, sometimes, to

Frank Bennett is Safety Specialist with the Baltimore, Maryland, Department of Education.

be honest, but such an appraisal should eliminate many learning exercises now being conducted in our driver education programs, which offer little in producing safe drivers.

Here are some ideas which should prove valuable in improving your driver education instruction:

A. Know Traffic Accident Facts

Statistical reports indicate that the chief cause of most automobile accidents is the driver, and the automobile, the road, or weather conditions play only a small part. In building a realistic driver education program, then, it is important for each driver education teacher to know the accident facts. This gives him first-hand knowledge of leading factors in highway accidents involving injuries, property loss and fatalities in his community, state, neighboring states, and nation. Once he knows these important facts, he should compare local traffic accident statistics with those of comparable communities, with the state and with the nation, to determine special areas requiring emphasis in the program. Information revealed here should be used as a guide to learning experiences which will give each student the understandings and skills he needs to deal with the problem situations in driving.

B. Know Local Needs

Driver education teachers should have a first-hand knowledge of the general and special road problems in their immediate areas—including hills, curves, intersections and high-accident areas. The teacher should also gear his teaching to weather conditions that usually prevail locally. Students themselves may collect some of this information as a part of a project for the class.

C. Know Community Resources and Use Them

Every instructor should know the resources of his community and state to supplement his program. Valuable assistance can be obtained from city and state police departments, traffic engineering departments, highway departments, traffic courts, highway patrol organizations, motor vehicle departments and other organizations having responsibilities for highway safety. Frequently, local fleet safety supervisors can also give assistance. Driver education teachers should use these community helps.

D. Teach the Most Important General Learning Areas

In a study I made several years ago of driver education texts and workbooks, I found little relationship between the amount of space al-

A DRIVER EDUCATION FEATURE

loted to leading contributing factors in fatal highway accidents and number of violations per 100 drivers in such accidents.

According to a jury of traffic experts questioned in the study, the most important general learning areas for accident-free driving are:

1. *Fundamentals of sound driving.*
2. *The driver (mental and emotional qualifications).*
3. *Traffic laws made by man.*
4. *Traffic laws made by nature.*
5. *The driver (physical qualifications).*
6. *Typical accident situations.*

The driver education teacher should use every opportunity to help students improve their judgment and perception capabilities through the analysis of traffic accidents. In addition, he should provide students with many opportunities to mature to the point where they are willing to accept responsibility, to *"gain the desire to drive safely because that is the way they want to live."* Telling a student to drive defensively is not enough—he must *learn how* by acquiring the understandings and skills of defensive driving.

The same study revealed that such general learning areas as how the automobile runs, the historical, social and economic implications of

(Continued on page 14)

Educate for the Situation

(Continued from page 13)

the automobile, and the economical operation and maintenance of the automobile may offer interesting information, but they have little value in teaching *safe* driving.

E. Use the Most Effective Instructional Methods

Of fourteen leading methods of study which were submitted to the same group of traffic safety experts as a part of my study, the most effective methods of teaching, not only in the general learning areas but also in the key major and minor understandings, were:

1. *Teacher presentation.*
2. *Classroom discussion.*
3. *Textbook reading.*

Other important instructional methods are:

1. *Supplementary reading.*
2. *Complete learning exercises.*
3. *Student presentations.*

The "student presentation" method provides for committee and sub-committee reports. It may also include demonstrations and experiments under the supervision of the teacher.

Two methods that suggest themselves as excellent for enrichment opportunities are:

1. *Socio-drama.*
2. *Independent study project.*

The "independent study project" provides for a critical and well-organized investigation and study of real traffic situations. It goes far beyond the limit of the usual field trip.

In learning how to start the car and performing the simple and more complex skills, special skill-developing and psycho-physical testing exercises have great value.

Films may be used effectively to teach young drivers control on all types of roads as well as in emergencies and under adverse conditions. Film-strips like Shell's "Better Driving Test," and the most recent one, "Perceptions of Driving Hazards," have definite value in developing judgment and ability to see hazards.

F. Make the Most of Practice Driving

Every effort should be made in practice driving sessions to use the learning experiences developed in the classroom. Only those learning experiences which cannot be developed in the classroom should be provided in the automobile. Instructors should remember that in these sessions they are teaching the necessary skills for control under the usual traffic conditions and also for defensive driving.

The instructor should be even more concerned with safety than with skills, because skills improve with experience; but if a driver does not practice safety in his early days of driving, he will not do it later. The instructor should make certain that the car is always in the proper lane; that the students know how to stop properly at a full stop sign. Many instructors spend too much time teaching students to park properly. This skill requires considerable practice which can be obtained after school. Knowing how to park is evidence of control and coordination, but what fatality or serious injury has been caused by a driver's inability to park correctly?

Too many accidents are caused by incorrect passing at various speeds. While this might be difficult to teach in practice driving, it could be taught in the classroom, with limited demonstrations in the car. This problem-situation could be handled through use of an appropriate film or film-strip.

Other leading educators recommend that teachers of driver education place greater emphasis on development of attitudes, and the over-all improvement of the quality of instruction. Maxwell Halsey, author of the textbook, *Let's Drive Right,* calls attention to the need for more emphasis on emergency driving, practical driving situations and defensive driving.

In brief, driver education teachers who are concerned with the improvement of the quality of their instruction should:

1. Identify problem-situation areas and give special emphasis to them in the program.
2. Use all good community resources effectively.
3. Give special attention to the general learning areas that offer the best subject placement of leading contributing factors in highway accidents.
4. Use the most effective instructional methods and materials.
5. Use films and film-strip teaching aids only where they are most effective. (Make every lesson count!)
6. Keep asking yourself this question: "Will this knowledge, skill or practice reduce accidents?"
7. Teach all the elements of defensive and emergency driving.
8. Use traffic situations to develop learning experiences, and teach "specifics."

Let's teach the driver to drive as though his life depended on it. It does!

By James Mann

Working Together . . . for Good Safety Education in Elementary Schools

ON OCTOBER 19, 1958, the Elementary School Section of the National Safety Council, with 550 members from public and non-public, urban and rural schools all over the United States, will officially be re-activated.

When the Council's financial condition necessitated the temporary de-activation of the Section in 1952, the last act of the outgoing executive committee was to pass a resolution calling upon the then duly elected officers and executive committee members to take office immediately re-activation was ordered. When the order came in 1956, however, the committee asked and was granted a two-year period in which to study the needs in safety education at the elementary school level.

A steering committee was named. Its first step was to set up Congress program sessions to explore the world in which the elementary school child is living today and the probabilities of tomorrow's world in order to make suggestions as to what the elementary school child needs in safety education.

Twenty-five education organizations with interests in the elementary field were invited to send representatives to a meeting held during the 1957 Congress. Sixteen organizations accepted the invitation and sent representatives to the Congress and to a special closed meeting the following day called to answer the question: *What can organizations such as the National Safety Council do to help organizations interested in elementary education discharge that part of their responsibility which concerns safety?* (See SAFETY EDUCATION, January, 1958, pages six and seven.)

As the group of representatives worked with members of the executive and steering committees of the Elementary School Section, there developed a spontaneous feeling of need to get down on paper the safety needs of elementary school children.

Working, discussing, refining, re-wording, the group developed the chart which is reproduced on pages 16 and 17. The chart has since been submitted to the group twice and final refinements made. It represents, in very truth, the "This We Believe" statement of the needs of elementary school boys and girls in safety and safety education.

Of what good is this chart of needs? You will note that appended are two sections which refer primarily to the "working together" aspect

(Continued on page 18)

Safety Needs of Elementary

Children need:	Attitudes Competences Knowledge Skill Orientation and guidance before measurement and diagnosis	Intellectual, Physical, Social, Emotional
Children should have:	Measurement and diagnosis of needs before instruction Participation in planning and executing activities leading for safe living for self and fellows	
Children should have opportunities for:	Evaluating their own safety abilities Solving problems in realistic situations involving hazards Learning through experience within the limits of educative potential	
Children need experiences leading to:	Emotional maturity Faith in regulatory rules Management of fears Consideration for rights and privileges of others Self understanding Realistic self-confidence	
Experiences should be:	Broadly conceived Related to the situation in which the child is living Related, promptly, to abrupt changes in environment	
Children need:	An environment which is safe but not sterile	
Children need protection through:	Laws Community planning Community education Home free from unnecessary hazards Home and family life education	

School Boys and Girls

Children need adults (parents, teachers and others) who are:	Honest in regard to hazards Consistent in word and act In accord on safety practices Alert to the changing capabilities of the child Alert to evolving hazards
Children need teachers who, in addition, are:	First of all, good, well-rounded teachers Alert to the need for safety education Able to guide growth toward safety competence Safe in their own practices
Children need school administrators who:	Understand Value Provide for education for safe living

Channels for Disseminating Facts and Ideas

Cross fertilization of ideas from organization to organization; within an organization from member to member; suitable for professional, non-professional, adult and youth groups.

Publications:
Newsletters
Newspapers: school, community, city
Pamphlets—bulletins
Church publications
Organization journals
Yearbooks
Textbooks
Teaching materials

Contacts:
Individual
Group

Correspondence:
Individual
Group

Operating Techniques

Research (as a basis for action programs):
Questionnaires
Statistical Studies
Surveys
Promising practices

Conferences:
Local
State
Sectional
National

Committees . . .
Standing and Special:
Oral reports
Printed reports

Audio-Visual Aids:
Film
Radio
Television
Posters
Tape-recording

Exhibits:
At classroom teachers' conferences, state and national association meetings, etc.

Demonstrations:
At classroom teachers' conferences, state and national association meetings, etc.

Special Weeks

Appraisal of:
Research
Programs
Materials

of the chart. These sections were developed by the group as channels for disseminating facts, ideas and operating techniques, each of which could be used to further safety.

By right of parenthood this chart belongs to all the organizations which cooperated in its construction. It is, however, copyrighted. However, anyone who wishes to use it to further the cause of safety is more than welcome.

The Elementary School Section will use the chart to evaluate its own activities and to determine whether or not it should carry on further activities. Members of the group have suggested other ways in which the chart may be used:

Organizations can:

1. Reproduce the chart in their publications.
2. Publish an announcement of the chart and where it can be procured in the publication of the organization.
3. Mention in organization meetings and conventions.
4. Place for discussion by officers and policy-making bodies.
5. Use as a basis for a safety session at an annual meeting.
6. Mail to all members.
7. Incorporate as part of information service to members.

Individual schools can:

1. Send copies to superintendent of schools and supervisor of elementary schools.
2. Use it in faculty meetings as a basis for setting up a program for safety education, or carrying out a program already set up.
3. Use in grade group meetings of teachers and parents.
4. Use in a community-wise permanent safety committee.
5. Use by the P-TA safety chairman as part of the P-TA participation in the safety education program.
6. Use the chart in conferences with the safety supervisor.
7. Use it in county-wide principal's study groups●

MEMBERS OF THE STEERING COMMITTEE, ELEMENTARY SCHOOL SECTION:

Olive S. Berg, Supvr., Elementary Education, South Dakota Dept. of Education; *Ruth Dodds*, Elementary Education Supvr., Sacramento, Calif., County Schools; *George P. Farkas*, Safety Education Supvr., Indianapolis Schools; *Ann V. Foberg*, then Elementary Education Consultant, Connecticut Dept. of Education; *Ida Ooley*, Elementary School Supvr., Wisconsin Dept. of Public Instruction; *Elsa Schneider*, Specialist in Safety, U. S. Office of Education; *Leslie R. Silvernale*, Asst. Dir., Traffic Institute, Michigan State Univ.; *Sister Mary Stephen*, Principal, Charlotte Catholic School; *Ruth Thompson*, Illinois Parent-Teacher Assn.; *Robert W. Trusell*, Headmaster, Savannah Country Day School; *Leon Waskin*, Chief, Division of Curriculum Service, Michigan Dept. of Public Instruction; and *James Mann*, chairman of the Steering Committee and Principal, Hubbard Woods School, Winnetka, Illinois.

ORGANIZATIONS AND THEIR REPRESENTATIVES:

American School Health Assn., Marie Hinrichs, M.D.; *Assn. for Childhood Education, International*, Merle Gray; *Assn. for Supervision and Curriculum Development, NEA*, Rodney Tillman; *Dept. of Rural Education, NEA*, Lois Clark; *Gen. Conference of Seventh Day Adventists*, Harry M. Lodge; *International Council for Exceptional Children, NEA*, Alma O. Finigan; *Natl. Assn. for Nursery Education*, Viola Theman; *Natl. Catholic Educational Assn.*, Reverend O'Neil D'Amour; *Natl. Commission on Safety Education, NEA*, Stanley Abercrombie; *Natl. Congress of Colored Parents and Teachers*, Mrs. Albert R. Kight; *Natl. Congress of Parents and Teachers*, Mrs. P. D. Bevil; *Natl. Council for Elementary Science*, Muriel Beuschlein; *Natl. Council of Independent Schools*, Ned M. Morningstar; *Natl. Council of State Consultants in Elementary Education*, Olive S. Berg; *Natl. Union of Christian Schools*, Richard Tolsma; and *U. S. Office of Education*, Elsa Schneider.

Observe Fire Prevention Week October 5th to 11th

For information and materials, write to your local safety council, The National Fire Protection Association, 60 Batterymarch Street, Boston 10, Massachusetts, or the National Board of Fire Underwriters, 85 John Street, New York 38, New York.

The Whole Town Gave A HALLOWEEN Party

Tricks and treats brought tragedy one year in Brussels, Wisconsin. Now the kids get treats at a community party, promise: no tricks!

By Mary Ellen Gothberg

THE school principal was sweeping a mound of peanut shells from the gymnasium floor.

"Quite a party," he smiled, giving the broom another thrust. "These paper bags of peanuts. Ever see so much fun for a nickel? Nuts to eat, shells to throw, and bags to burst. And best of all," he paused, *"no one got hurt!"*

Five minutes before, a noisy crowd of 150 costumed youngsters had surged from the gym only partially stuffed with peanuts, and each clutching a farewell bag of treats.

Just one year before, in 1956, the small rural community of Brussels, Wisconsin, experienced its bloodiest holiday. Four children, aged six through eleven, were killed while walking a Brussels highway at 8:30 p.m. Three others were injured.

No one blamed the driver of the car that plowed into the party of ten young trick or treaters. A coroner's jury cleared him of any blame.

Yet the tragedy spurred civic action to avert future Halloween slaughter. Concerned parents flocked to a town hall meeting, and voted for a 1957 community-sponsored party—Brussels' first. The object: to curb trick-or-treating, keeping young goblins from danger paths on heavily-traveled, darkened highways, by giving them games and fun, as well as their tricks or treats sacks, at the party.

The red brick Brussels school offered the best facilities for safe Halloween hi-jinks. The Brussels Athletic Club, a new organization of men interested in youth activities, took over sponsorship of the party.

The planning committee—a school teacher, the school principal, a tavern operator, the

(Continued on page 56)

4,710 Schools Achieve Honor Roll

AMERICAN adults stand in separate corners on many national issues. There are constant debates on farm price supports, on the safety of nuclear bomb tests, on America's position in the Middle East, on the issue of segregation in the schools, to name but a few.

On many issues, however, Americans stand united. One of the most important: our national horror at the ghastly loss of human lives sustained each year through accidents. This is not war-time; nevertheless, in the past five years, we have sacrificed 468,000 lives to the demon of carelessness.

Many people believe that an important answer to our greater safety lies in the schools, one of our most potent forces in influencing the lives of our young people. On the next 16 pages, you will find a select listing—a listing of the schools throughout our country (and across our borders) which are doing outstanding work in educating boys and girls in habits and attitudes of safety.

These schools—there are 4,710 of them this year—have given diligent effort to raising their safety programs to a nationally accepted standard. For this effort, they are recognized this month on the National School Safety Honor Roll.

For some of the schools, this is the 14th consecutive year on the Honor Roll. For others, it is the 13th, or the 11th, or the sixth, or the first. For all of the schools listed, it is a recognition of achievement in safety education.

The National School Safety Honor Roll program is different from other award programs in that, good as a school's safety program may be in order to achieve Honor Roll listing, it must be upgraded constantly to remain on the select list in future years. Additional requirements are added after three years, after six years and after ten years. By the time a school has reached its eleventh year on the Honor Roll, its safety program is a year-round, dynamic, all-school effort to inculcate the values and vigor of human life into boys and girls.

The National School Safety Honor Roll is a vital part of the framework of our national accident prevention program. Not only does participation facilitate the stating of objectives of the safety program for each participating school, but it also provides a critical evaluation of the present safety program.

In addition, the Honor Roll check list offers a method of increasing the effectiveness and extent of existing safety activities—and gives an opportunity for recognition for meeting high standards in education.

Is your school listed on the Honor Roll? If it is not, fill in the form below and return it to the National Safety Council. Place your school in the recognized list of schools doing an outstanding job in safety education.

APPLY FOR THE NATIONAL SCHOOL SAFETY HONOR ROLL
Just fill out this form:

School and College Division
National Safety Council
425 No. Michigan Ave.
Chicago 11, Illinois

Please send _____ sets of National School Safety Honor Roll application materials to:

Name _____

Position _____

School or School System _____

Address _____

City _____ Zone _____ State _____

YOU WILL NEED ONE SET OF APPLICATION MATERIALS
FOR EACH SCHOOL INTERESTED IN APPLYING

National School Safety HONOR ROLL 1958

Alabama

ANNISTON
Saks Jr. High—4*
BESSEMER
Raimund—7
BIRMINGHAM
Baker—4
Chas. Brown—1
Fairview Elem.—1
Gorgas—2
Graymont—3
Lakeview—4
S. Highland—1
FAIRFAX
Fairfax—4
FAIRFIELD
Fairfield Indus. High—3
GADSDEN
Jones—9
HUEYTOWN
Hueytown Elem.—14
JACKSONVILLE
Elem. Lab.—9
LANETT
Huguley—3
Lanett Elem.—3
Lanett Jr. High—3
LANGDALE
LaFayette Lanier—3
MOBILE
Washington Jr. High—3
Cottage Hill—1
S. Brookley—1
Westlawn—1
MONTGOMERY
E. MacMillan—4
Forest Ave. Elem.—4
Highland Gardens—3
W. Harrison—3
MOUNDVILLE
Moundville—1
PRICHARD
Blount—1
RIVER VIEW
River View Pub.—3
SHAWMUT
Shawmut—3
SYLACAUGA
Main Ave.—4
THEODORE
Dawes-Union—1
TOWN CREEK
Hazelwood—4
WILMER
Tanner-Williams—1

Arabia

DHAHRAN, SAUDI
Abqaia Sr. Staff—1
Dhahran Sr. Staff—1
RAS TANUTA, SAUDI
Ras Tanura Sr. Staff—1

Arizona

AJO
Ajo Elem.—7
GLENDALE
Cartwright #3—1
G. L. Downs—1
PHOENIX
Cartwright Elem.—1
Creighton—1
Garfield—1
Lafayette—1
Loma Linda—1
Monte Vista—1
Papago—1
Squaw Peak—1
W. McHan—1
TUCSON
C. Rose—1
Cavett—1

Arkansas

LITTLE ROCK
B. T. Washington—1
Capital Hill—1
Dunbar Jr. High—1
Fair Park—1
Forest Hts. Jr. High—1
Garland—1
G. W. Carver—1
Granite Mt.—1
Hall High—1
J. Bush—1
R. Parham—1
Stephens—1
S. Jackson—1
T. Jefferson—1
W. Side Jr. High—1

California

ALAMEDA
Alameda High—14
Encinal High—6
F. Otis—7
Franklin—13
Haight—13
J. Muir—14
Lincoln—14
Longfellow—13
Mastick—7
Porter—14
Washington—11
Webster, K-4—13
W. Paden—13
Woodstock—8
ANAHEIM
A. Lincoln—1
A. Price—1
B. Franklin—1
Broadway—1
C. Barton—1
G. Washington—1
H. Mann—1
J. Madison—1
J. Marshall—1
Katella—1
Loara—1
M. Gauer—1
Palm Lane—1
T. Roosevelt—1
T. Edison—1
T. Jefferson—1
ARMONA
Union Elem.—1
AVENAL
Avenal Elem.—1
BENTON
Benton Elem.—3
BERKELEY
Berkeley High—3
Emerson—4
Kensington—9
CASTRO VALLEY
A. Morris—4
Clifton—2
Sydney—2
Vannoy—2
Marshall—2
CLAYTON
Mt. Diablo—3
COMPTON
El Segundo—2
CONCORD
Concord—2
Crawford Village—3
Ygnacio Valley—2
CORCORAN
B. Harte—1
Corcoran—1
J. Fremont—1
J. Muir—1
M. Twain—1
DECOTO
Decoto Elem.—3
EL CAJON
Valley High—1
EL CERRITO
Cameron—3
Castro—9
Del Marr—1
El Cerrito High—8
El Monte—4
Fairmont—9
Harding—9
Madera—2
Portola Jr. High—7
St. Jerome's—1
EL SOBRANTE
Olinda—1
Sheldon—1
FREMONT
A. Norris—3
Centerville—4
Glenmoor—2
GILROY
E. Brownell—1
GLEN ELLYN
Dunbar Union Elem.—6
GLENDALE
Balboa—9
HANFORD
Union High—2
J. Monroe—2
Jefferson—2
K. Carson Union Elem.—1
Lakeside Union Elem.—2
L. Richmond—2
Lincoln—1
Roosevelt—2
T. McCarthy—1
W. Wilson—1
HAYWARD
B. Harte School—4
E. Markham—2
Hillcrest—2
Hillview Crest—2
Longwood—4
Schafer Park—2
Strobridge Up. Grade—2
Sunset—3
IRVINGTON
E. Grimmer—2
KETTLEMAN CITY
Kettleman City—1
LEMOORE
Lemoore Elem.—1
LOCKEFORD
Lockeford Elem.—3
LODI
L. Nichols—2
Lincoln—2
Needham—3
LOS ALTOS
Covington—4
LOS ANGELES
A. Hamilton High—2
MADERA
G. Washington—1
Dixieland—1
MANTECA
Calla Elem.—3
MISSION SAN JOSE
O. De Guadalupe—1
MODESTO
B. Harte—3
Burbank—3
El Vista—3
E. Beard—2
Enslen—3
Fairview—3
Franklin—3
J. Marshall—3
J. Fremont—3
J. Muir—3
J. Sutter—3
La Loma—2
Lincoln—3
M. Twain Jr. High—3
Modesto High—3
O. Wright—3
Roosevelt—3
Shackelford—3
Tuolumne—3
Washington Crippl'd Childrens—1
Washington—3
W. Garrison—3
Wilson—3
MOUNTAIN VIEW
I. Graham—4
NEWARK
M. Silva Intermed.—1
NORTHRIDGE
Northridge Jr. High—2
OAKLAND
A. Hamilton Jr. High—2
Allendale—5
A. Chabot—4
Bella Vista—4
B. Harte Jr. High—3
Brookfield—5
Burckhalter—5
Castlemont High—4
Claremont Jr. High—5
Clawson—5
Clevelanć—5
Cole—4
Crocker Highlands—4
D. Webster—4
Dewey—3
Durant—1
E. Cox—4
Edison—5
E. Markham—5
Elmhurst Jr. High—4
Emerson—5
Franklin—4
Fremont Sr. High—5
Frick Jr. High—4
Fruitvale—4
Garfield—5
Glenview—4
Grant—5
Grass Valley—5
Harbor Homes—4
Havenscourt Jr. High—4

*The number following the name of the schools stands for the number of years of participation in the Honor Roll.

California

(Continued)

Hawthorne—4
Highland—4
High Street Homes—3
Hillcrest—4
Hoover Jr. High—4
H. Mann—5
Jefferson—4
J. Miller—4
J. Swett—4
Lafayette—5
Lakeview—4
Laurel—4
Lazear—1
Lincoln—5
Lockwood—4
Longfellow—5
Lowell Jr. High—3
L. Burbank—4
Manzanita—4
Maxwell Pk.—4
McChesney Jr. High—4
McFeely—4
Melrose—5
Montclair—4
Oakland High—4
Oakland Tech. High—5
Our Lady of Lourdes—2
Parker—5
Peralta—4
Piedmont Ave.—5
Prescott—5
Redwood Hts.—5
Rockridge—5
Roosevelt—3
St. Augustine's—1
St. Elizabeth—3
Santa Fe—4
Sequoia—3
Sheffield Village—3
Sherman—4
Sobrante Pk.—2
Stonehurst—3
Toler Heights—5
Tompkins—4
Washington—4
Westlake Jr. High—4
Whittier—4
Willow Manor—4
Wilson Jr. High—4

PALO ALTO
Addison—1
Crescent Park—1
Barron Park—1
De Anza—1
El Carmelo—1
E. Van Auken—1
Fairmeadow—1
Garland—1
Green Gables—1
Greendell—1
Hoover—1
Loma Vista—1
Lytton—1
Mayfield—1
Ohlones—1
Ortega—1
Palo Verde—1
Ventura—1
W. Hays—1

PIEDMONT
Beach—4
Havens—4
Wildwood—4

PITTSBURG
Bell Air—3
Shore Acres—2

PLEASANT HILL
Diablo Vista—1
Gregory Gardens—2
Oak Park—3
Pleasant Hill—2
Pleasant Hill Intermed.—2

RESEDA
Sequoia Jr. High—3

RICHMOND
Alvarado—9
Balboa—5
Belding—9
Coronado—5
Cortez—5
De Anza High—3
Ells High—9
Ford—8
Gompers—4
Granada Jr. High—3
Grant—9
Lincoln—9
Mira Vista—9
Mira Vista Annex—9
Nystrom—9
Peres—9
Pullman—7
Roosevelt Jr. High—9
Richmond Union High—7
Serra—4
Stege—9
Washington—9
Wilson—9
Woods—1

RIPON
Ripon—1
Elem. School Dist.—1

SAN BRUNO
Capuchino High—2

SAN DIEGO
Alcott—1
Pt. Loma High—1
Stevenson—1

SAN FRANCISCO
St. Charles—1

SAN LEANDRO
Bancroft Jr. High—3
Dayton—4
Garfield—4
McKinley—4
Roosevelt—3
St. Leander's—1
Washington—4
Fairmont Ter.—2

SAN LORENZO
Arroyo High—1
Ashland—3
Bay—3
Colonial Acres—1
Corvallis—4
D. Bohannon—5
D. Martin—5
Del Rey—3
Edendale Sr. Elem.—6
El Portal—3
Fairmont—4
Grant—3
Hesperian—1
Hillside—2
Lewelling—3
Linda-Vista—3
Lorenzo Manor—1
Russell—1
Village—1
Washington Manor—4

SAN MATEO
Abbott—1
Baywood—1
Beresford Pk.—1
Buena Vista—1
College Park—1
Fiesta Gardens—1
Hall—1
Hayward Pk.—1
Highlands—1
Laurel—1
Lawrence—1
N. Shoreview—1
Peninsular—1
San Mateo Knolls—1
San Mateo Park—1
Turnbull—1

SAN PABLO
Dover—1
Downer Jr. High—7
Helms Jr. High—7
Rancho—6
Riverside—4

SANTA CLARA
W. Bennett—1

STANFORD
Stagg Sr. High—2
Stanford Elementary—1

STOCKTON
August—4
Colonial Hts.—1
Webster Jr. High—4
Edison High—4
El Dorado—4
Elmwood—4
Fair Oaks—4
Franklin High—4
Fremont Jr. High—2
Garfield—4
G. Washington—4
Grant—4
G. Cleveland—4
Hazelton—4
Hoover—4
Jackson—1
Jefferson—4
J. Adams—4
J. Marshall Jr. High—2
J. Tyler—4
Lafayette—4
Lincoln City—4
Lincoln—1
Lincoln High—1
Lincoln Sr. Elem.—1
L. Grunsky—4
L. Burbank—4
Madison—4
M. Van Buren—4
McKinley—4
M. Fillmore—2
Monroe—4
Roosevelt—4
St. Gertrude—4
St. Mary's Assumption—2
St. Mary's High—5
Schneider Vo. High—4
Stockton Col.—4
Stockton Jr. High—4
Victory—4
Village Oaks—1
W. H. Taft—4
Wilson—4
Z. Taylor—1

WALNUT CREEK
Buena Vista—6
Murwood—1
Parkmead—6
Walnut Creek—3
Walnut Hts.—6

WARM SPRINGS
Warm Springs—1

Canal Zone

ANCON
Ancon Elem.—3

BALBOA
Balboa Jr. High—2

BALBOA HEIGHTS
Balboa Elem.—3
Balboa High—3

CRISTOBAL
Cristobal Elem.—3
Cristobal Jr.-Sr. High—3

DIABLO
Diablo Elem.—3

FT. KOBBE
Ft. Kobbe—3

GAMBOA
Gamboa Elem.—3
Santa Cruz—3

GATUN
Gatun Elem.—3

LA BOCA
La Boca Elem.—3

MARGARITA
N. Margarita—3
S. Margarita—3

PARAISO
Paraiso Elem. Jr. High—3
Paraiso High—3

PEDRO MIGUEL
Pedro Miguel—3

RAINBOW CITY
Rainbow City Elem.—3
Rainbow City Jr.-Sr. High—3

RODMAN
Cocoli—3

Colorado

AURORA
St. Therese—1

BOULDER
Columbine—1

GRAND JUNCTION
Emerson—3

LAKEWOOD
Lakewood Jr. High—2

PUEBLO
Spann—1

ROCKY FORD
Jefferson Jr. High—1
Liberty—1
Lincoln—1
Rocky Ford High—1
Washington—1

Connecticut

ANDOVER
Andover Elem.—2

AVON
Huckleberry Hill—2

BALTIC
Sayles—2

BLOOMFIELD
J. Vincent—1
Park Ave.—2
Wentonbury—1

BOLTON
Bolton Elem.—3

BRANFORD
Branford Hills—2
Laurel St.—4
New Indian Neck—5
Stony Creek—2

BRIDGEPORT
Barnum—1
Black Rock—1
Franklin—1
Jackson—1
Lincoln—3
Read—1
Shelton—1
Sheridan—1
W. Johnson—1
Wilson—1

BRISTOL
Bingham—1
S. Reynolds—1
T. Patterson—2

BROAD BROOK
Broad Brook—3

BROOKLYN
Brooklyn—3

COLUMBIA
H. Porter—2

COS COB
Cos Cob—7

DANIELSON
Killingly High—3

DARIEN
Baker—1

DAYVILLE
Dayville—2

DEEP RIVER
Deep River Elem.—2

DERBY
New Irving—1

DEVON
Devon Gram.—1
Lenox Ave.—1

EAST HARTFORD
A. Norris—1
Burnside—2
Center—2
E. Hartford High—1
G. E. Slye—2
Hockanum—3
J. McCartin—2
J. Goodwin—2
Little Red-
Mayberry Com.—1
Meadow—4
P. Barnes—1
Silver Lane—3
S. Grammar—1
Sunset Ridge—2
Union—2
Willowbrook Pk.—2
Woodland—1

EAST HAVEN
E. Haven Jr. High—1
G. Tuttle—2
Highland—2
Laurel—1
Momauguin—2
Overbrook—4
Union—2
W. Gillis—2

EAST NORWALK
Fitch—1
R. Ludlow—3

EASTON
Staples—2

ELLINGTON
Center—1

FAIRFIELD
Fairfield Wds.—4
McKinley—2
R. Sherman—3

FALLS VILLAGE
L. Kellogg—1

FARMINGTON
N. Wallace—3

GLASTONBURY
Academy—1
Buttonball Lane—3
Eastbury—3
Glastonbury High—3
Naubuc—3

GLENVILLE
Glenville—13

GOSHEN
Goshen Center—4

GREENWICH
Byram—4
Hamilton Ave.—3
J. Curtiss—8
New Lebanon—5
N. Mianus—13
North St.—5

GROTON
Eastern Point—1

GUILFORD
C. Leete—2
Church St.—2
Guilford Lakes—1
Jones—2

HAMDEN
A. Peck—3

Centerville—3
Church St.—3
Dunbar Hill—3
Hamden High—2
Helen St.—3
M. Keefe—3
M. Whalen Jr. High—2
Mt. Carmel—4
Newhall St.—2
Putnam Ave.—5
Spring Glen—4
State St.—3

HARTFORD
Arsenal—2
Burr Jr. High—1
C. Barbour—1
D. Burns—2
E. Kennelly—2
F. Jones Jr. High—1
Hartford Pub. High—2
M. Hooker—2
Moylan-Wilson—1
New Park Ave.—4
N. Webster—2
Northwest—2
R. J. Kinsella—1
West Middle—4

KENT
Kent Center—3

LAKEVILLE
Salisbury Cen.—3

MADISON
Hand High—2

MANCHESTER
Bowers—3
Buckley—1
Highland Pk.—2
Manchester Green—2
Robertson—2
Verplanck—3
Waddell—4

MERIDEN
B. Franklin—2
Putnam (Parker Ave.)—2
I. Putnam (Broad St.)—2
J. Barry—2
J. Trumbull—2
N. Hale—2
R. Sherman—2
S. Huntington—2

MIDDLETOWN
B. Spencer—2
Eckersley Hall—2
Farm Hill—3
Long Hill—2
W. Snow—3

MILFORD
Calf Pen Meadow—3
Central Gram.—4
Ft. Trumbull—2
Kay Ave.—2
Meadowside—3
Orange Ave.—3
Point Beach—3
Pumpkin Delight—3
Seabreeze—1
Walnut Beach—3
W. Main St.—2
Woodmont—1

MOOSUP
Moosup Grammar—2

NAUGATUCK
Central Ave.—3
Cross St.—3
Hop Brook—3
Naugatuck High—3
Prospect Street—3
Salem—3
Western—3

NEW BRITAIN
B. Franklin—4
Camp—1
Central Jr. High—4
Chamberlain—4
E. Burritt—4
Holy Cross—3
I. Putnam—4
Lincoln—4
Mary Immaculate Acad.—4
N. Hale Jr. High—4
New Britain Sr. High—4
Northend—4
R. J. Vance—1
Roosevelt Jr. High—4
Sacred Heart—2
St. Matthew's Luth.—3
St. Maurice Jr. High—3
St. Thomas Aquinas High—2
Slater Rd.—4
Smalley—4
Smith—4
Stanley—4
S. Holmes—2
T. Jefferson—2
Washington Jr. High—4

NEW CANAAN
Center—2
H. Saxe Jr. High—1
South—2

NEW HAVEN
A. Lincoln—3
Barnard—4
Bassett Jr. High—2
B. Jepson—5
B. Ross—5
Clinton Ave.—5
Columbus—4
Davis St.—2
Dwight—3
Edgewood Ave.—4
Edwards St.—4
E. Cheever—4
Fair Haven Jr. High—4
H. Strong—5
Hamilton St.—4
Highland Hts.—2
H. Day—4
Ivy St.—5
J. Hillhouse High—2
J. Scranton—2
K. Brennan—2
Kimberly Ave.—3
L. Beecher—5
Lloyd St.—4
Lovell—2
Morris Cove—4
N. Hale—3
Prince St.—4
Sheridan Jr. High—12
S. Baldwin—4
Skinner—2
Troup Jr. High—6
Truman—2
Welch—2
West Hills—2
W. Cross High—2
Winchester—4
Woodward—4
Woolsey—2
W. Hooker—4

NEW LONDON
Bulkeley Jr. High—1
C. Jennings—1
F. Edgerton—1
Harbor—1
Nameaug—1
New London High—1
Saltonstall—1
Waller—1
Winthrop—1

NEWTON
Newton High—2

NORTH BRANFORD
Harrison—1

NORTH CANAAN
N. Canaan Elem.—3

N. GROSVENORDALE
N. Grosvenordale—3
Tourtellotte Mem. High—3

NORTH HAVEN
Center—3
Montowese—4
N. Haven High—1
Temple St.—3

NORWALK
Broad River—3
Jefferson—3
Kendall—3
Marvin—3
Rowayton—3
Tracey—3

OAKVILLE
Falls Ave.—2
Polk—2
South—2

OLD GREENWICH
Old Greenwich—9

OLD SAYBROOK
Old Saybrook Elem.—2

ORANGE
High Plains—2
Tracy—2

PLAINVILLE
Broad St.—1
Trask—1
Wheeler—1
Linden St.—1

PLYMOUTH
Plymouth Center—3

POQUONNOCK BRIDGE
Claude Chester—3
Poquonnock Bridge—1

POQUONOCK
Poquonock Elem.—3

PORTLAND
Central—1

RIDGEFIELD
East Ridge—1

RIVERSIDE
Eastern Jr. High—3
Riverside—6

ROCKY HILL
Center—2
Moser—2

ROCKVILLE
The Northeast—4

ROGERS
Goodyear—3

SANDY HOOK
Sandy Hook Elem.—1

SCOTLAND
Scotland Center—1

SEYMOUR
Bungay—3
Center—3
Maple St.—3

SHARON
Sharon Center—3

SOMERS
Kibbe Fuller—1

SOUTH GLASTONBURY
High Street—3

POMFRET CENTER
Pomfret Com.—1

SOUTH MERIDEN
Hanover—2

SOUTH NORWALK
Brookside—2
Magrath—1
Washington—3
West Ave.—3

SOUTHINGTON
Holcomb—1
Lincoln-Lewis—2
W. Hatton—1

STAFFORD
Borough—2
Pinney—2

STAFFORD SPRINGS
Stafford High—1
West Stafford—2

STAFFORDVILLE
Staffordville—2

STAMFORD
Belltown—4
Burdick Jr. High—1
Cloonan Jr. High—3
Dolan Jr. High—3
Franklin—3
Glenbrook—3
Hart—3
J. Ryle—3
J. Stark—3
K. Murphy—4
M. W. Hoyt—1
Newfield—3
Rice—3
Rogers—3
Roxbury—3
Springdale—3
Stamford High—2
Stevens—3
Westover—3
Willard—3

STERLING
Sterling Center—1

STRATFORD
Stony Brook—3

TERRYVILLE
East Main St.—3
Prospect St.—3
Terryville High—3

THOMASTON
Grove St.—3

THOMPSON
Fabyan—3
Mechanicsville—3
Thompson Hill—1
W. Thompson—3
Wilsonville—3

TOLLAND
R. Hicks Mem.—2

TORRINGTON
Burrville—2
East—3
E. Pearl—1
Forbes—3
Migeon—3
North—3
Riverside—3
South—3
Southeast—3
Southwest—3
Torring-Ford—3
Torrington High—3

TRUMBULL
Booth Hill—3
Edison—3
Long Hill—4
Park Lane—3
Trumbull Center—3

UNION
Union Elem.—1

UNIONVILLE
Union Elem.—3

WALLINGFORD
Beach—3
Parker Farms—2
Washington St.—2

WAREHOUSE POINT
Warehouse Pt.—1

WATERBURY
Hill—3
Roosevelt—3
Wilson—3

WATERTOWN
Baldwin—2
Judson—2
G. Swift Jr.—2
Watertown High—2

WAUREGAN
Wauregan—1

WEST CORNWALL
Cornwall Con.—1

WEST HARTFORD
Charter Oak—4
F. Smith—2
King Philip—3
L. Bugbee—2
L. Duffy—3
Talcott Jr. High—2
Webster Hill—3
Whiting Lane—1

WEST HAVEN
A. Pagels—2
C. E. Thompson—4
E. Mackrille—2
Lincoln—3
Noble—2
S. Haley—2
Washington—3

WESTPORT
Burr Farms—1
Saugatuck—2

WILLINGTON
Hall Mem.—3
Willington Center—3

WILSON
R. Wolcott—2

WINCHESTER
Green Woods—2

WINDSOR
Clover Street—2
Hayden—2
J. Fitch—2
Windsor High—1

WINSTED
Hinsdale—2
Pearson—2

WOLCOTT
A. Lewis—1
A. B. Alcott—3
Frisbie—2
Woodtick—1

WOODSTOCK
Woodstock Elem.—1

Delaware

WILMINGTON
D. W. Harlan—2

Florida

ALTURAS
Alturas Elem.—3

APOPKA
Apopka Elem.—5
Dream Lake Elem.—4
P. Wheatley—1

AUBURNDALE
Auburndale Elem.-Jr. High—1
Auburndale Pri.—3

BARTOW
Bartow Elem.—3
Bartow Jr. High—1
Floral Ave.—2
Union Acad. Elem.—3
Union Acad. High—1

BRANDON
Yates—3

BREWSTER
Brewster Elem.-Jr. High—3

CANTONMENT
Allen—3

CLEARWATER
Belleair—1
Curtis—1
Kings Highway—1
N. Ward Elem.—3
P. de Leon—1
Skycrest—2

CORTEZ
Cortez Elem.—1

Florida

(Continued)

CRESTVIEW
Northwood Elem.—1
DANIA
Attucks High—1
Dania—3
Olsen Jr. High—1
DAVENPORT
Davenport—2
DELRAY BEACH
Delray Beach—2
DOVER
Dover Elem.—1
DUNDEE
Dundee Elem.—3
DUNEDIN
Chase Mem.—1
EAGLE LAKE
Eagle Lake—3
ELOISE
Eloise Elem.—2
FT. LAUDERDALE
Bennett—1
Broward Estates—3
Croissant Pk.—1
Davie—1
Dillard High—1
East Side—2
Edgewood—2
Harbordale—3
Hortt—1
Lauderdale Manors—4
Meadowbrook—1
N. Andrews Gardens—1
N. Side—3
Rock Island—2
Rogers Jr. High—1
S. Side—3
Stirling—1
Sunset—3
Walker—3
West Side Grade—3
Westwood Hts.—1
Wilton Manors—1
FT. MEADE
Ft. Mead Jr.-Sr. High—1
Riverside—1
FT. PIERCE
D. McCarty High—2
Ft. Pierce—1
F. K. Sweet—2
Lincoln Pk. Acad.—3
Means Court—2
St. Lucie Co. Jr. High—2
St. Lucie Pri.—3
White City—1
FROSTPROOF
Frostproof Elem.—3
Frostproof High—1
GAINESVILLE
Foster—1
GOTHA
Gotha Elem.—3
GULFPORT
Gulfport Elem.—3
HAINES CITY
Central—3
Eastside—3
Haines City Jr. High—3
Haines City Sr. High—3
Myrtle St.—1
Oakland—1
HALLANDALE
Hallandale Elem.—1
HIALEAH
M. Walters—1
Palm Springs—2
S. Hialeah—2
HIGHLAND CITY
Highland City—1
HOLLYWOOD
Colbert—2
Hollywood Central—3
Hollywood Hills—1
McNicol Jr. High—1
Watkins—1
JACKSONVILLE
Beulah Beal—2
Brentwood—2
Cedar Hills—1
D. Cookman #145—1
J. Gorrie Jr. High—1
J. Stockton #88—1
Lake Forest Hills #91—2
M. Bethune #157—1
Paxon Jr. High—1
Paxon Sr. High—1
Pinedale #93—2
Robert E. Lee Sr. High—1
R. Upson—1
T. Jefferson #48—1
JACKSONVILLE BEACH
D. Fletcher—2
San Pablo—1
KATHLEEN
Kathleen Elem.—1
Kathleen High—1
KEY WEST
Poinciana—3
Truman-Reynolds—1
LAKE WALES
Hillcrest—3
Lake Wales Jr. High—1
Polk Ave.—3
Spook Hill—1
LAKELAND
Central Ave.—3
Cleveland Court—3
Combee—2
Dixieland—2
J. F. Cox—2
Lake Morton—3
Lakeland High—3
Lakeland Jr. High—3
Lime St.—3
Medulla Elem.-Jr. High—3
Moorehead—2
Rochelle—2
Rochelle Jr. High—2
Rochelle Sr. High—2
Southwest—2
Southwest Jr. High—1
Webster Ave.—2
Winston—1
LARGO
Anona—1
LOCKHART
Lockhart—5
MAITLAND
Maitland Hill—2
MANGO
Mango Elem.—1
MEDULLA
Medulla Westside—2
MIAMI
Citrus Grove—1
Coconut Grove—2
Crestview—1
Flagler—2
Kensington Pk.—1
Miami Edison Jr. High—2
Santa Clara—1
West Little River—1
MIAMI BEACH
Nautilus Jr. High—2
N. Beach—2
MIAMI SPRINGS
Curtiss—3
Miami Springs—2
MULBERRY
Mulberry Elem.—3
Mulberry High—2
MYRTLE GROVE
Little Flower—2
NEW SMYRNA BEACH
Read-Pattillo—1
NICHOLS
Nichols Elem.—2
NOKOMIS
Nokomis Elem.—1
OAKLAND PARK
Oakland Pk.—1
Woodson—1
OCALA
Central—1
OCOEE
Ocoee Elem.-Jr. High—4
OJUS
Ojus Elem.—1
OPA-LOCKA
Carl City—1
ORLANDO
Audubon Park—4
Cherokee Jr. High—5
Concord Park—5
Conway—5
Delaney—4
Edgewater High—4
Fern Creek—5
Forrest Pk.—2
F. Blanker—2
Grand Ave.—5
Hillcrest—5
Howard Jr. High—3
Holden St.—2
Jones High—5
Kaley—3
Lake Como—6
Lake Silver—4
Marks St.—4
Memorial Jr. High—3
Pine Castle—5
Pine Hills—3
Pineloch—2
Princeton—5
R. Lee Jr. High—3
Rock Lake—1
Union Park—3
W. Boone Sr. High—1
ORLO VISTA
Orlo Vista Elem.—5
PENSACOLA
A. Suter—2
A. McReynolds—2
A. McMillan—3
St. Michael—2
St. Stephen—2
W. Blount Jr. High—8
PLANT CITY
Central—1
Simmons—1
Springhead—2
POMPANO BEACH
Ely High—1
McNab—1
Pompano Beach—1
Pompano Beach Jr. High—1
RUSKIN
Ruskin—2
ST. AUGUSTINE
R. B. Hunt—1
ST. PETERSBURG
Bay Vista—1
Clearview Ave.—4
Euclid—1
Fairmount Pk.—1
54th Ave.—1
Glenoak—1
Harris—3
Norwood—4
Roser Pk.—3
West Central—2
Westgate—1
Woodlawn—2
SANDERSON
Taylor Elem.-Jr. High—1
TAMPA
B. C. Graham—4
College Hill—1
DeSoto—1
Dobyville—1
Gary—1
Gorrie—2
G. Cleveland—3
H. B. Plant High—1
Harlem—1
H. Mitchell—2
Jackson Hts.—1
Kenly—1
Lake Magdalene—3
Manhattan—2
Monroe Jr. High—1
Oak Park—1
Orange Grove—1
R. E. Lee—2
Roosevelt—2
Temple Terrace—1
T. A. Edison—1
Twin Lakes, Habana St.—7
W. B. Henderson—1
West Tampa Jr. High—1
Wilson Jr. High—2
TARPON SPRINGS
Tarpon Springs Elem.—1
VERO BEACH
Vero Beach Elem.—1
WARRINGTON
St. John—1
Warrington Elem.—3
WEST HOLLYWOOD
Driftwood—1
McArthur High—1
Miramar—1
West Hollywood Elem.—1
WEST PALM BEACH
Southboro—1
WINDERMERE
Windermere Elem.—1
WINTER GARDEN
C. Drew High—2
Dillard St.—3
Lakeview High—2
Winter Garden Elem.—4
Tildenville—1
WINTER HAVEN
Brigham—2
Garner—3
Inwood—2
Lake Shipp—1
Sr. High—3
S. Winter Haven—3
WINTER PARK
Glenridge Jr. High—2
Killarney—5
Lakemont—2
Park Ave.—5
ZELLWOOD
Zellwood Elem.—5

Georgia

ALBANY
Broad Ave.—1
ALPHARETTA
Alpharetta Elem.—2
Hopewell—2
Northwestern—2
Bailey-Johnson Elem. & High—2
ATHENS
Gaines—1
ATLANTA
Brown High—3
Capitol View—1
Cascade—1
C. Pitts—2
Cleveland Ave.—1
E. A. Ware—2
E. Hutchinson—1
English Ave.—2
E. Howell—3
Goldsmith—1
H. Butler—3
Highland—3
Lakewood Hts.—1
L. Haygood—3
L. Campbell—1
Morningside—1
R. Craddock—1
Sandtown—2
Sylvan Hills—2
T. Slater—1
Thomasville—2
Utoy Springs—2
W. F. Slaton—1
West Haven—1
W. F. Hardnett—3
AUGUSTA
Davidson—1
Lester—1
BRONWOOD
Bronwood Elem.—1
CLERMONT
Clermont Elem.—1
COCHRAN
Cochran—1
COLLEGE PARK
B. Neely—2
Central Rt. 1—4
G. Longino—4
K. Mitchell—2
Newton Estates—1
S. R. Young—2
COLUMBUS
Beallwood—1
Carver Hts.—1
Claflin—1
Double Churches—1
Fifth Ave.—1
Forty-Fifth St.—1
Fox—1
M. Taylor—1
Morningside—1
Radcliff—1
St. Marys Rd.—1
Seventh St.—1
Spencer Jr. High—1
Waverly Terrace—1
Winterfield—1
Woodall—1
DECATUR
Clairmont—1
College Hts.—1
Toney—1
EAST POINT
Conley Hills—5
East Point—1
Harris St.—2
J. Wells—2
M. Smith—2
Parklane—3
ELLENWOOD
East Clayton—1
FAIRBURN
Cedar Grove—3
Fairburn Elem.—2
M. P. Word—2
FT. BENNING
Custer Terrace—1
Faith—1
Main Post—1
FORTSON
Nankipooh—1
GENEVA
Box Spring—1
GRIFFIN
Third Ward—1
HAPEVILLE
North Ave.—4
LEARY
Patmos—1
LITHONIA
Centerville—1
MACON
B. Hudson Jr. Div. High—2

Griswold—1
Stevens—6
MARIETTA
East Side—1
MIDLAND
Lynch Rd.—1
PATTERSON
Patterson—1
POOLER
Pooler Elem.—1
ROME
East Main St.—1
SAVANNAH
J. Low—1
Montgomery—1
Moore Ave.—1
Pennsylvania Ave.—1
Isle of Hope—1
R. Riley—1
V. L. Heard—1
STATESBORO
S. Zetterower—1
STONEWALL
Stonewall Elem.—2
TIFTON
Northside—1
WARNER ROBINS
R. H. Lindsey—1
WEST POINT
West Point—3

Hawaii

HONOLULU
Kalakaua Intermed.—7
Maryknoll Grade—1
St. Theresa's—1

Idaho

BLACKFOOT
St. Margaret's—1
BOISE
St. Joseph's—1
St. Mary's—1
COEUR D' ALENE
Acad. of Immac. Heart of Mary—1
COTTONWOOD
St. Gertrude's Acad.—1
St. Joseph—1
CULDESAC
St. Joseph's Children's Home—1
DE SMET
Convent of Mary Immac.—1
GRANGEVILLE
Sts. Peter and Paul—1
LEWISTON
Our Lady of Lourdes—1
St. Stanislaus—1
NAMPA
St. Paul's—1
POCATELLO
St. Anthony's—1
St. Joseph's—1
ST. MARIES
St. Mary's Acad.—1
TWIN FALLS
St. Edward—1

Illinois

ALTON
C. Barton—2
Irving—4
Washington—2
ARGO
St. Blase—1
AVON
Avon Jr.-Sr. High—1
BENSENVILLE
St. Alexis—1
BERWYN
C. Piper—1
Emerson—1
Gen. Pershing—1
Hiawatha—1
Irving—1
K. Havlicek—2
Komensky—1
LaVergne—1
St. May of Celle—1
BETHALTO
Bethalto—2
Civic Mem. High—2
Culp—2
Meadowbrook—2
Trimpe Jr. High—2
BROOKFIELD
Congress Pk.—1
Lincoln, Dist. #103—2
BRYANT
Bryant Grade—2
CANTON
Banner—1
Central—1
Elm Tree—1
Hulit—1
Ingersoll—1
J. Dean—4
McCall—1
Orion—1
Randolph—1
Walnut-Canton Unit—1
Wright—1
CARTHAGE
Carthage Com. High—2
CERRO GORDO
Cerro Gordo High—10
ASHLAND
Ashland Com. Unit Dist. #212—1
ASTORIA
Astoria—1
AVON
Avon Elem.—2
Avon High—2
Greenbush—2
Lincoln—2
St. Augustine—2
CANTON
Anderson—1
Canton Jr. High—1
Kellogg—1
Norris—1
CICERO
St. Mary of Czestochowa—1
CHICAGO
Gordon Tech. High—3
Immac. Conception—1
Little Flower—1
Our Lady of Angeles—1
St. Basil—1
St. Francis de Sales—1
St. Gertrude—1
St. Hedwig—1
St. Peter Canisius—1
St. Roman—1
St. Thecla—1
COAL VALLEY
Coal Valley Elem.—1
COTTAGE HILLS
Cottage Hills Elem.—2
CUBA
Cuba Grade—1
DANVILLE
Cannon—7
Daniel—7
Edison—2
Elmwood—7
Fairchild—2
Franklin—1
Garfield—6
Grant—2
Hooton—2
Liberty—7
Lincoln—2
Oaklawn—2
Roselawn—2
Washington—7
DECATUR
E. A. Gastman—3
Enterprise—2
Garfield—1
H. Durfee—4
J. Pershing—2
Lincoln—4
M. French—2
Oak Grove—4
Oakland—1
Pugh—1
Roach—2
S. Shores—1
Warren—2
Washington—2
W. Harris—1
DOWNERS GROVE
Washington—1
DUNFERMLINE
Dunfermline—1
EAST MOLINE
J. Deere—2
EAST ST. LOUIS
Alta Sita—1
Attucks—1
Manners—1
Rose Lake—1
ELGIN
Abby C. Wing—1
Coleman—1
Illinois Pk.—1
Lowrie—1
Sheridan—1
ELMHURST
Edison—1
Emerson—3
Elmhurst Jr. High—7
E. Field—7
Hawthorne—6
Jackson—5
Jefferson—1
Lincoln—13
Roosevelt—1
Washington—1
York Com. High—1
Yorkfield—1
EVANSTON
Ascension—1
Bethlehem Luth.—6
Central—6
Children's School, Nat'l. Col. of Ed.—4
College Hill—6
Dawes—4
Dewey—6
Evanston Tp. High—5
Foster—6
H. Miller—6
Haven Intermed.—6
Lincoln—6
Lincolnwood—6
Lower Haven—6
Marywood—1
Nichols Intermed.—6
Noyes—6
Oakton—6
Orrington—6
Park—1
Roycemore—4
St. Anthanasius—6
St. George High—1
St. Mary's—6
St. Nicholas—6
Skiles Jr. High—1
Washington—6
Willard—6
FAIRVIEW
Fairview Elem.—1
FARMINGTON
Chapman—3
Farmington Jr. High—1
Harris—1
FREEPORT
Center St.—2
Empire—2
W. Henney—2
Lincoln—1
Taylor Pk.—2
GALESBURG
Bateman—2
Cooke—2
Farnham—2
G. Churchill Jr. High—1
Hitchcock—1
GRANITE CITY
Nameoki—1
HARVEY
St. Susanna—1
HAVANA
S. Fulton Consol.—1
HIGHLAND PARK
Braeside—1
Edgewood—1
Elm Place—1
Green Bay Rd.—1
Highland Pk. High—1
Highland Pk. Com. Nursery School—1
Immac. Conception—1
Indian Trail—1
Lincoln—1
Ravinia Nursery—1
Ravinia—1
Thomas—1
West Ridge—1
HINSDALE
The Lane—2
JACKSONVILLE
Franklin—1
Jefferson—1
Lynnville—1
N. Jacksonville—1
Washington—1
JOLIET
Taft—1
St. Jude—1
KEWANEE
Kewanee Com.—8
LA GRANGE
Cossitt Ave.—1
Goodman Ave.—1
Ogden Ave.—1
LA GRANGE PARK
Forest Rd.—2
St. Louise de Marillac—1
LEWISTOWN
Lewistown Elem.—4
LITTLE AMERICA
Prichard-Clark—1
MACOMB
Adair—2
Edison Jr. High—2
Grant—2
Lincoln—2
Logan—2
MacArthur—2
Macomb High—2
Wilson—2
MIDDLE GROVE
New Liberty—1
MOLINE
A. Hamilton—1
B. Franklin—1
Ericsson—1
H. Mann—2
Irving—2
K. Butterworth—1
Maple Grove—1
McKinley—1
Roosevelt—1
Willard—1
W. Carr—1
MT. MORRIS
Mt. Morris High—2
MURRAYVILLE
Murrayville—1
NAPERVILLE
Sts. Peter & Paul—1
NILES
Niles Public—5
NORRIDGE
Divine Savior—1
NORTH CHICAGO
Holy Family—1
NORRIS
Norris—1
PAYSON
Payson Grade—1
PEKIN
St. Joseph's—1
PEORIA
B. Sumner—3
B. Trewyn Jr. High—2
Coolidge—1
Columbia—2
Douglas—3
Franklin—3
Garfield—3
Glen Oak—2
Greeley—1
Harrison—3
Irving—1
Kingman—3
Lee—3
Lincoln—3
Longfellow—3
Loucks—2
Manual High—1
McKinley—3
Peoria High—1
Reservoir—3
Roosevelt Jr. High—1
St. Mary's Cathedral—1
Tyng—3
Von Steuben—2
Washington—3
Webster—3
White—3
Whittier—1
Woodruff Sr. High—1
PRAIRIE CITY
Prairie City Elem.—2
QUINCY
Adams—3
Berrian—3
Dewey—3
Ellington—1
Emerson—3
Franklin—3
Highland-Riverside—2
Irving—3
Chaddock Boys—1
Jackson—3
Jefferson—3
Madison—3
Melrose—1
Mound—1
Notre Dame High—1
Quincy Jr. High—3
Quincy Sr. High—3
St. Boniface—1
St. Francis Solanus—1
St. James Luth.—1
St. John the Baptist—1
St. Mary's—1
St. Peters—1
St. Rose of Lima—1
Washington—3
Webster—3
ROCK ISLAND
Rock Island Pub.—8
ST. ELMO
St. Elmo Jr. High—1

Illinois

(Continued)

SAVANNA
Lincoln—1
SILVIS
Bowlegburg—1
SKOKIE
Timber Ridge—1
SPRINGFIELD
Bunn Grade—1
Cottage Hill—1
Dodds Blackhawk—1
Dubois—3
G. Washington Jr. High—1
Harvard Pk.—1
H. Edwards—2
Lawrence Jr. High—1
McClernand—3
Southern View
Stuart—1
T. Jefferson Jr. High—1
West Grade—1
TILTON
Tilton—2
WARSAW
Warsaw Elem.—2
WESTMONT
C. Miller—1
Central—1
Holy Trinity—1
South—1
WHEATON
Lowell—1
WHEELING
Carl Sandburg—1
Com. Con. Schl.
Dist. #21—1

Indiana

BEDFORD
Lincoln—2
Parkview-Central—1
BLOOMINGTON
Fairview—4
Hunter—4
McCalla—4
University—5
BOONVILLE
Williams—3
CEDAR LAKE
Lincoln, Hanover Tp.—4
CICERO
Cicero Elem.—1
CLARKSVILLE
Greenacres—5
EAST CHICAGO
Washington—3
ELKHART
Beardsley—4
Hawthorne—4
J. Ulery—1
Lincoln—4
M. Beck—1
M. Daly—4
Middlebury St.—4
Monger—4
Rice—4
Riverview—1
Roosevelt Elem. and
Jr. High—5
Strong—4
Weston—4
Willowdale—4
EVANSVILLE
Baker—3
Bosse High—4
Burkhardt—1
Cedar Hall—4
Centennial—2
Central High—4
Chestnut-Walnut—3
Columbia—4
D. Wertz—4
Dexter—5
Reitz High—4
Fairlawn—3
Fulton—4
Glenwood—4
Harper—4
Hebron—1
H. Reis—4
Highland—1
J. Culver—4
Lincoln—2
Lodge—3
North High—1
Oak Hill Lynch-
McCutchanville—5
Perry Hts.—1
Plaza Pk.—1
Stanley Hall—4
Stringtown—1
Tekoppel—3
Vogel—5
Washington—6
West Hts.—2
West Terrace—1
Wheeler—4
White—1
FT. WAYNE
Bloomingdale—1
Central High—5
Emmaus Luth.—1
Forest Pk.—1
F. Slocum—1
Hamilton—3
Hanna—3
Harmer—1
Harrison Hill—1
Indian Village—2
J. Irwin—2
J. Study—5
L. C. Ward—1
Maplewood—1
McCulloch—1
Miner—5
Riverside—1
Rudisill—3
St. Peter—1
S. Calhoun—1
S. Wayne—4
FRANKFORT
Woodside—4
GARY
Aetna—2
A. Locke—1
Ambridge—4
Banneker—1
Bethune—1
Beveridge—4
C. Drew—4
D. Webster—4
Emerson High—4
Franklin—4
F. Douglass—4
Froebel—4
G. Carver—4
G. Washington—4
Glen Pk.—4
H. Mann—4
Ivanhoe—4
Jefferson—4
L. Wallace—5
Lincoln—4
Miller—4
Nobel—3
Pittman Sq.—5
Pulaski—4
Riley—5
Roosevelt High—4
T. Edison—4
Tolleston—4
W. Wirt—3
GOSHEN
Goshen High—2
HAMMOND
Columbia—5
G. S. Porter—5
Hammond High—5
Hammond Tech.
Vo. High—1
Harding—1
J. W. Riley—1
Kenwood—1
Lafayette—3
L. Caldwell—1
Lincoln—3
Maywood—5
Morton—5
Riverside—1
T. Edison—5
T. Jefferson—3
Wallace—1
Washington—1
W. Irving Jr. High—4
Wilson—1
HIGHLAND
Johnston—1
Main—5
HOBART
Foreman—1
HUNTINGTON
H. Mann—4
Riley—5
INDIANAPOLIS
Brookside #54—5
D. Weir #71—3
D. Morgan #86—5
H. W. Longfellow #28—4
J. Garfield #35—5
L. Reiffel #31—5
L. Mott #3—1
O. Brown—5
R. Emerson #58—5
R. Owen—5
R. McClellan #91—3
School #38—5
S. Foster—3
IRELAND
St. Mary—1
KOKOMO
Meridian—5
Pettit Pk.—4
LAFAYETTE
Longlois—4
LA PORTE
Central Jr. High—3
Hailmann—2
La Porte High—5
Lincoln—4
Maple—4
Park—4
Riley—5
St. Joseph's—1
St. Peter's—1
Tenth St.—3
Washington—1
LAWRENCEBURG
Greendale—5
Lawrenceburg City Sch'ls.—4
MARION
Brownlee—5
Emerson—5
Highland Ave.—3
Mann—4
McCulloch Grade &
Jr. High—3
MICHIGAN CITY
Central—5
Edgewood—3
Garfield—4
Jefferson—3
Lakeland—5
Park—5
MISHAWAKA
Mishawaka Pub.—9
NEW ALBANY
Silver St.—4
Spring St. Jr. High—2
NOBLESVILLE
Conner—5
Third Ward—2
PUTNAMVILLE
Putnamville—3
SHELBYVILLE
C. Major—1
L. Pearson—1
St. Joseph—1
T. Hendricks—4
SOUTH BEND
St. Matthews—4
TERRE HAUTE
Sandison—1
Thompson—5
Thornton Jr. High—4
WASHINGTON
St. Simon—3
WHITING
G. R. Clark—1

Iowa

ALGONA
B. Godfrey—1
Bryant—1
L. Wallace—2
Third Ward—2
ALTA
Alta Com. Sch'l. Dist.—1
ALTOONA
Altoona Ind.—4
AMES
Roosevelt—1
AYRSHIRE
Ayrshire Con.—1
BAYARD
Bayard Com.—1
BEAVER
Beaver Con.—1
BLOOMFIELD
Bloomfield High—2
BODE
Twin Rivers Com.—2
BRADDYVILLE
Braddyville Ind.—1
BRADGATE
Bradgate Con.—2
BROOKLYN
Brooklyn Com.—1
BURLINGTON
C. Perkins—1
J. Grimes—2
J. Corse—2
Lincoln—1
North Hill—1
Prospect Hill—2
Saunderson—1
Washington—4
W. Salter—4
CAMBRIDGE
Ballard Com.—1
CARROLL
St. Lawrence—1
CEDAR RAPIDS
All Saints—3
B. Franklin Jr. High—1
Cleveland—2
Lincoln—2
St. Wenceslaus—1
Wright—2
CHARLES CITY
Central—1
CHEROKEE
Immac. Conception—1
CLEAR LAKE
Clear Lake Pub.—2
CRAWFORDSVILLE
Crawfordsville—1
DAVENPORT
Adams—1
Davenport High—3
F. Smart Jr. High—1
Hayes—2
Hoover—2
J. B. Young Jr. High—1
Jefferson—2
Johnson—2
Madison—2
Northwest Jr. High—1
Roosevelt—2
Sudlow Jr. High—1
Taylor—2
Washington—2
Wilson—2
DENISON
Denison Com.—2
DES MOINES
Canary Lake—3
Casady—1
Monroe—1
Windsor Pub.—1
DONNELLSON
Donnellson Ind.—1
DURANT
Durant Com.—2
EXIRA
Exira Com.—3
GARWIN
Garwin Con.—1
GLIDDEN
Glidden-Ralston Com.—1
GRINNELL
Cooper—2
GUTTENBERG
Guttenberg Com.—2
HULL
Hull—1
W. Christian High—1
INDEPENDENCE
St. Johns—1
IOWA CITY
H. Sabin—2
H. Longfellow—2
H. Hoover—2
H. Mann—1
Iowa City High—1
Iowa City Jr. High—1
Lincoln—2
M. Twain—2
Roosevelt—2
KEOKUK
Garfield—3
Jefferson—3
Keokuk Jr. High—3
Keokuk Sr. High—3
Lincoln—3
Torrence—3
Wash. Central—3
Wells-Carey—3
KNOXVILLE
Central—1
East Ward—1
Knoxville High—1
N. Sullivan—1
LAKE CITY
Lake City Com.—4
LAURENS
Laurens Con.—1
LE MARS
Le Mars Pub.—3
MADRID
Madrid—2
MAPLE RIVER
St. Francis—1
MARENGO
Iowa Valley Com.—1
MARION
Lincoln—2
Longfellow—1
MASON CITY
Holy Family—2
Mason City Pub.—2
MISSOURI VALLEY
Missouri Valley Pub.—9
MODALE
Modale Con.—1
MONTOUR
Montour Ind.—2

MONROE
Monroe Com.—3
MT. PLEASANT
Mt. Pleasant High—2
MOVILLE
Moville Com.—1
NEWELL
Newell Com.—1
NEWTON
Aurora Hts.—4
E. Hough—7
Lincoln—4
T. Jefferson—2
Washington—6
Wilson—4
OCHEYEDAN
Ocheyedan Com.—3
OELWEIN
Central—2
Harlan—2
Oelwein Jr. High—2
Parkside—2
Sacred Heart—1
Southside—2
OGDEN
Odgen Jr. High—1
ONAWA
Lark—3
OSKALOOSA
Webster—2
OTTUMWA
Agassiz—2
A. Wilson—2
Irving—4
Lincoln—4
St. Patrick—1
PELLA
Webster—1
PIERSON
Pierson Con.—1
PILOT MOUND
Pilot Mound Con.—1
POCAHONTAS
Pocahontas Com.—3
QUIMBY
Quimby—2
RED OAK
Bancroft—2
Jefferson—3
Jr.-Sr. High Elem.—2
Washington—3
Webster—3
RICHLAND
Richland Ind.—3
SCRANTON
Scranton Con.—2
SHENANDOAH
Broad St.—3
Shenandoah—1
SIOUX CITY
Bancroft—3
Bryant—4
Cathedral Grade—1
Central High—4
Cooper—4
Crescent Pk.—4
East High—3
East Jr. High—3
Emerson—4
Everett—4
Floyd—3
Franklin—3
Grant—3
Hawthorne—3
Hobson—4
Hopkins—4
Hunt—3
Immac. Conception—1
Irving—3
Joy—4
Leeds—3
Lincoln—4
Longfellow—4
Lowell—4
M. G. Clark—1
McKinley—4
North Jr. High—3
Riverview—4
Roosevelt—4
St. Joseph—1
Smith—4
Sunnyside—1
Washington—4
Webster—4
West Jr. High—4
Whittier—4
Wilson Jr. High—3
SPIRIT LAKE
Spirit Lake Con.—3
STORM LAKE
East—1
North—3
South—3
Storm Lake High—2
Storm Lake Jr. High—2
West—3
TERRIL
Terril Con.—3
TRAER
Traer Public—3
TRIPOLI
Tripoli Com.—2
UNION
Union-Whitten Com.—2
VILLISCA
Villisca High—3
Villisca Jr. High—3
WAVERLY
W. Irving—2
WEBSTER CITY
Washington Central Jr. High and Grade—4
WEST BRANCH
Springdale—1
West Branch Com.—2
WINTHROP
Winthrop Con.—2

Kansas

CALDWELL
Caldwell—1
FREDONIA
Mound—1
McPHERSON
McPherson Sr. High—1
TOPEKA
Lowman Hill—1
WETMORE
Wetmore Rural High—4
WICHITA
Caldwell—3
F. Sowers—2
Greiffenstein—2
Kechi Center-Chisholm Trail—1
Kelly—1
R. Lawrence—1
Rogers—1
Stearman—1
Waco—3

Kentucky

ANCHORAGE
Dorsey—6
Griffytown—6
COVINGTON
Eighth Dist. Pub.—1
Villa Madonna Acad.—1
DANVILLE
Toliver—1
FAIRDALE
Fairdale—6
South Park—2
FERN CREEK
Fern Creek Elem.—7
Fern Creek High—5
J. Bates—3
FT. THOMAS
Highlands High—2
Moyer—8
Woodfill—7
HAZARD
Hazard Area Vo.—1
INDEPENDENCE
Kenton—1
JEFFERSONTOWN
Jeffersontown Grade—6
Jeffersontown—5
LEXINGTON
A. Lincoln—3
Arlington—3
Ashland—3
B. Washington—3
Christ the King—2
Constitution—3
G. P. Russell—3
G. Carver—3
Harrison—4
H. Clay High—3
J. Davis—3
Johnson—3
Lafayette Jr. High—1
Lexington Jr. High—3
M. A. Cassidy—3
Maxwell—3
Morton Jr. High—3
P. Dunbar High—3
LOUISVILLE
Ahrens Trade High—5
A. Brandeis—4
Alex R. Kennedy—3
Auburndale Graded—8
Barret Jr. High—2
Beechmont—3
B. Franklin—5
B. Washington—3
Bowman Field—3
Butler High—1
A. Rubado—2
California—5
Camp Taylor—1
Cane Run—3
Central High—4
C. D. Jacob—4
Chenoweth—4
Cotter-Duvalle—3
duPont Manual High—4
Eastern Jr. High—3
E. Semple—4
Emerson—2
E. Doltinger—3
E. Field—4
F. T. Salisbury—5
F. Douglas—4
G. Cochran—4
G. Prentice—2
G. Tingley—3
G. Clark—5
G. Morris—5
G. Washington—5
G. Shryock—1
Goldsmith—3
Gottschalk Jr. High—2
Great House—5
Hawthorne—5
Hazelwood—4
H. Manly Jr. High—2
H. Clay—5
Highland Jr. High—2
Hikes—5
H. Roberts—4
I. N. Bloom—5
I. Shelby—3
J. B. Atkinson—4
J. M. Atherton High—4
J. Stoddard Johnston—5
Jackson Jr. High—4
J. Bond—4
J. Lowell—5
J. McFerran—5
J. Strother—5
J. Filson—2
J. Heywood—5
J. Audubon—4
J. Marshall—3
Kenwood—8
Kerrick—5
Lincoln—4
Longfellow—4
Louisville Male High—3
Madison St. Jr. High—2
M. Talbert—4
M. Hill—4
Melbourne Hts.—5
Merker—3
Mill Creek—6
N. Frayser—5
Newburg—6
N. Finzer—4
Okolona—6
O. Stivers—6
Parkland—5
Parkland Jr. High—1
P. Dunbar—5
Portland—4
Prestonia Con.—6
Rockford Lane—4
R. C. Ballard Mem.—2
Rubel Ave.—3
St. Francis of Assisi—1
St. Matthews—3
S. Rutherford—4
S. Durrett Jr. High—4
S. Taylor—5
S. Jones—4
Schaffner—3
Seneca High—1
Shawnee—3
Shawnee High—5
Southern High—4
Southern Jr. High—3
S. Foster—4
T. Roosevelt—4
H. Engelhard—4
Virginia Ave.—5
R. Belknap—4
M. Waggener Jr. High—4
Western Jr. High—2
Wheatley—5
W. Perry Sr. Elem.—5
Worthington—2
LYNDON
Lyndon Con.—5
MAYSVILLE
Sixth Ward—1
MIDDLETOWN
Eastern High—5
Middletown Grade—5
NEWPORT
Academy Notre Dame of Providence—3
O'BANNON
O'Bannon—5
OWENSBORO
Lincoln—2
PLEASURE RIDGE PARK
Greenwood—2
Waller—4
SIMPSONVILLE
Simpsonville—1
SOUTH FT. MITCHELL
Caywood—1
VALLEY STATION
Medora—6
Penile—4
S. Wilkerson—2
Valley—4
Valley High—4
Watson Lane—2

Louisiana

BATON ROUGE
Banks—2
Monte Sano—1
BOSSIER CITY
Busheon Jr. High—1
ELTON
Elton High—2
EUNICE
Eunice High—2
GRAMBLING
Grambling Col. Lab.—2
HOMER
Homer Colored High—2
JENNINGS
Jennings High—1
KENNER
Our Lady of Perpetual Help—1
METAINE
St. Louis—1
NAPOLEONVILLE
Assumption High—1
NEW ORLEANS
A. Fisk—1
B. M. Palmer—1
Beauregard Jr. High—1
C. J. Colton Jr. High—2
C. Woodson Jr.—1
E. Phillips—1
E. Hynes—3
F. Nicholls Sr. High—1
F. Howard #2—1
Gentilly Terrace—3
J. Lewis Pub.—1
J. Shaw—1
J. Audubon—1
J. Hoffman—1
J. Lockett—1
Lakeview—1
Live Oak—1
McCarty—1
M. Couvent—1
M. de Lafayette—3
McDonogh #6—1
McDonogh #9—1
McDonogh #15—1
McDonogh #31—1
McDonogh #32—1
McDonogh #37—1
McDonogh #39—3
Our Lady of Good Counsel—4
R. M. Lusher—1
R. T. Danneel #2—1
R. Davey—1
R. Lee—3
R. Moton—1
St. Agnes—3
St. Andrew—1
St. Dominic—2
St. Francis Assisi—1
St. Francis Cabrini—1
St. Gabriel—1
St. Katherine—1
S. Green Jr. High—1
T. Jefferson—2
Wheatley—1
W. Claiborne—3
W. Frantz—1

Maine

RUMFORD
St. John—1
WINSLOW
St. John's—1

Maryland

BALTIMORE
Arlington #234—1
B. Franklin—1
C. Carroll #139—1
Cherry Hill Jr. High—1

Maryland

(Continued)

C. Columbus #99—1
C. Rodgers #27—1
D. Weglein #2—3
Fallstaff Rd.—6
F. Key—6
F. Roosevelt #18—7
F. Douglass High—1
Gardenville #211—4
Govans—2
H. Stowe #118—3
J. Monroe #48—1
J. Eager Howard #61—7
M. Rodman #145—3
O. Perry #92—1
Wheatley #110—3
R. Poole—1
School #74—7
Windsor Hills #87—2

Massachusetts

ARLINGTON
Crosby—1
BONDSVILLE
Bondsville Gram.—4
EAST LONGMEADOW
Birchland Pk.—3
Center—3
Mapleshade—2
Pleasant View—3
FALL RIVER
A. Letourneau—2
C. Carroll—3
Coughlin—4
Davol—4
Diman Vo. High—2
Fowler—3
G. Stone—1
H. Healy—2
H. Belisle—2
H. Lord Jr. High—2
Highland—3
J. Aldrich—3
J. Morton Jr. High—3
J. Tansey—4
J. Doran—3
J. McDonough—1
Laurel Lake—2
R. Small—1
Robeson—3
S. Longfellow—4
S. Watson Grammar—4
S. Borden—4
W. Connell—4
W. Wiley—3
W. Greene—2
FITCHBURG
St. Bernard—1
HOLYOKE
Blessed Sacrament—2
E. White—2
Elmwood—3
H. Lawrence—3
Highland—3
J. Metcalf—3
Kirtland—3
Morgan—3
Perpetual Help—1
Precious Blood—2
Sacred Heart—1
S. Chestnut St.—3
Springdale—3
West St.—3
Whiting—3
INDIAN ORCHARD
Indian Orchard Elem.—3
Myrtle St.—1
JACKSON
Province High—1
NEW BEDFORD
B. Winslow—1
Brooks—1
New Bedford High—2
PALMER
Park St.—1
Quabaug—3
PITTSFIELD
Abby Lodge—3
Allendale—3
Bartlett—3
Briggs—3
Crane—3
Dawes—3
Egremont—3
Hibbard—3
Highland—3
Mercer—3
Morewood—3
North Jr. High—3
Pittsfield High—3
Plunkett—3
Pomeroy—3
Pontoosuc—3
Redfield—3
Rice—3
Russell—3
South Jr. High—3
Stearns—3
Tucker—3
Williams—1
READING
The Pearl St.—7
SPRINGFIELD
Acushnet Ave.—1
A. Glickman—1
Armory St.—2
Brightwood—2
Carew St.—2
De Berry—2
Dorman—3
Eastern Ave.—3
E. Brookings—1
F. Harris—3
Glenwood—3
Homer St.—2
Hooker—2
Howard St.—1
Jefferson Ave.—1
Kensington Ave.—1
Liberty—3
Lincoln—1
M. Pottenger—3
Memorial—2
Morris—3
S. Bowles—1
School St.—3
Tapley—1
Warner—3
Washington—2
White St.—1
THORNDIKE
Thorndike Gram.—4
THREE RIVERS
Three Rivers Gram.—3
WALTHAM
C. Newhall—2
E. Fitch—2
J. Bright—2
N. Banks—2
North Jr. High—2
Northwest—2
South Jr. High—1
R. Plympton—2
T. Hill—2
Waltham Jr. High—1
Waltham Vo. High—1
Warren—2
Warrendale—2
Whittemore—2
WELLESLEY
J. Hardy—1
J. Fiske—1
M. Perrin—2
WEST SPRINGFIELD
Immac. Conception—2
J. Ashley—2
Main St.—2
M. McDonough—2
Memorial—2
Mittineague—2
Park Ave.—2
St. Thomas—2
Tatham—2
West Springfield Jr. High—2
West Springfield Sr. High—2
William A. Cowing—1
WILBRAHAM
Pines—4
WORCESTER
St. Paul's Cathedral—1
Boys' Trade High—7
Worcester Pub.—7

Michigan

ATLAS
Goodrich Area—1
BATTLE CREEK
A. Kellogg—1
Coburn—1
Verona—1
CLIO
Clio Area Elem.—1
Clio Area High—1
Van Tyle—1
DETROIT
Our Lady Queen of Angels—9
EAST LANSING
Central—9
FENTON
Fenton High—1
Furlong—1
Lake Fenton—1
North Rd.—1
St. John—1
State Rd.—1
FLINT
Atherton Com.—1
Beckwith—1
Bendle Pub.—1
Calvary Luth.—1
Carman Pk.—1
Civic Pk.—1
Clark Com.—1
Cody—1
Cook Com.—1
Coolidge—2
Cummings Com.—1
Dewey Com.—1
Dort Com.—1
Doyle Com.—2
Durant-Tuuri-Mott Com.—2
Emanuel Luth.—1
Fairview Com.—1
Fenton Lawn—1
Flint Jr. Acad.—1
Freeman Com.—1
Garfield Com.—1
Gellespie—1
Gundry Com.—1
Hamody—1
Hazelton—2
Holy Redeemer—1
Homedale Com.—1
Jefferson—2
Lewis Com.—1
Lincoln Com.—2
Longfellow Com.—1
McKinley Jr. High & Elem. Com.—1
Merrill Com.—1
Oak St. Com.—1
Our Savior Luth.—1
Parkland—2
Paysan—1
Pierson—1
Potter Com.—2
Redeemer Luth.—1
R. Mandeville High & Carman Jr. High—1
Jr. High—1
Roosevelt Com.—2
Sacred Heart—1
St. Agnes—1
St. John Vianney—1
St. Luke—1
St. Mary—1
St. Matthew—1
St. Michael—1
St. Paul Luth.—1
Selby Com.—1
Stevenson Com.—1
Stewart Jr. Com.—1
Utley High—1
Utley Elem. & Woodland Elem.—1
Van Slyke—1
W. Martin Com.—1
Walker Com.—2
Washington Com.—2
Zimmerman Com.—2
GAINES
Gaines Elem.—1
GOODRICH
Goodrich Area—1
GRAND BLANE
Grand Blane Unit Tp. High—1
Holy Name—1
McGrath—1
Myers—1
GRAND RAPIDS
Aberdeen—1
Brookside—1
Buchanan—1
Congress—1
Eastern—1
Harrison Pk.—1
Hillcrest—1
Kent Hills—1
Oakdale—1
Stocking—1
Turner—1
West Leonard—1
HAMTRAMCK
Copernicus Elem.—4
Copernicus Jr. High—8
Dickinson—2
Hamtramck High—1
Holbrook—2
Immac. Conception—2
Our Lady Queen of Apostles—1
Pulaski—2
St. Ladislaus High—2
St. Florian—2
Kosciuszko—2
HAZEL PARK
United Oaks—12
HOLLAND
Maplewood—1
LANSING
Barnes Ave.—1
C. Otto Jr. High—1
Elmhurst—1
Everett High—1
Fairview—1
Genesee St.—1
Gier Pk.—1
Grand River Ave.—1
High Street—1
Holmes St.—1
Kalamazoo St.—2
Lewton—1
Lincoln—1
Lyons Ave.—2
Maplewood—2
Michigan Ave.—1
Moores Pk.—1
Mount Hope Ave.—1
Verlinden Ave.—2
Willow—1
LINCOLN PARK
Carr—1
LINDEN
Argentine—1
Linden Com. Elem.—1
Linden Com. High—1
MARCELLUS
Star—2
MT. MORRIS
Brown—1
Clapp—1
Genessee Elem.—1
Genessee High—1
Montague—1
Moore—1
Mt. Morris Con.—1
St. Mary—1
MT. PLEASANT
College Elem.—2
Fancher—4
Ganiard—4
Hulse—1
Kinney—3
Pullen—2
OKEMOS
Central Elem.—1
RIVERDALE
Rust & Hay Dist. #5 Fremont Tp.—1
ROGERSVILLE
Rogersville—1
ROSEVILLE
Alumni Mem.—1
Arbor—1
Burten Jr. High—1
Chippendale—1
Eastland—2
Edgewood—2
Fountain—1
Huron Pk.—2
Lincoln—2
Mac Arthur—1
Pierce—1
ROYAL OAK
Addams—1
Upton—1
SHEPHERD
Shepherd Pub.—4
SWARTZ CREEK
Begole—1
Calkins—1
Crocker—1
Fletcher—1
Rankin—1
Swartz Creek—1
Swartz Creek High—1
TRAVERSE CITY
Boardman—1
Central Grade—1
Oak Park—8
Traverse Hts.—7
WEIDMAN
Weidman Com.—1

Minnesota

CALUMET
Calumet—1
COLERAINE
Greenway High—2
Vandyke—1
DULUTH
Bryant—3
Central High—3
Chester Pk.—3
Cobb—3
Congdon Pk.—3
Denfeld High—3
Duluth East High—3

Emerson—3
Endion—3
Ensign—3
Fairmount—3
Franklin—3
Grant—3
Holy Rosary—1
Irving—3
Jackson—3
Jefferson—3
Kenwood—3
Lakeside—3
L. MacArthur—3
Lester Pk.—3
Lincoln—3
Lincoln Jr. High—3
Lowell—3
Merritt—3
Morgan Pk.—3
Munger—3
Nettleton—3
Ordean Jr. High—2
Park Point—3
Piedmont—3
Riverside—3
Sacred Heart—1
St. Clement's—1
St. Margaret Mary—1
Stowe Elem. & Jr. High—3
Washburn—3
Washington Jr. High—3
West Jr. High—3

FARIBAULT
Garfield—3

HIBBING
Hibbing Pub.—14

INTERNATIONAL FALLS
St. Thomas—1

MINNEAPOLIS
Basilica—1
Christ the King—1
Lourdes—1
Resurrection—1
St. Cyril—1
St. Joseph—1
St. Lawrence—1
St. Thomas—1

NASHWAUK
Cloverdale—2

PENGILLY
Pengilly—2

ROCHESTER
Jefferson—2

ST. PAUL
St. Paul Vo.—6

WORTHINGTON
St. Mary's—1

Mississippi

AVON
Riverside Con.—2

BROOKHAVEN
Brookhaven—4
Martin—3

CLINTON
Clinton High—1

COLUMBUS
Demonstration—2

GREENWOOD
Davis—2
Greenwood High—2
Greenwood Jr. High—4
N. Greenwood—2
Stone St.—1
Williams—4

GULFPORT
Bayou View—3
Central—1
North Central—4
Northeast—4

JACKSON
Barr—2
Boyd—2
French—4
Galloway—2
George—1
H. Whitfield—4
H. Watkins—1
J. Davis—1
L. Duling—1
M. Key—3
M. Sykes—1
N. McWillis—2
Poindexter—2
Power—1
Q. Baker—1
V. Lake—1

LEXINGTON
Mt. Olive Vo. High—1

MERIDIAN
Chalk—2

Missouri

AFFTON
Affton Jr. High—3

INDEPENDENCE
East Rock Creek—1
Nativity of B.V.M.—1
Pitcher—3
Rock Creek—4

KANSAS CITY
Annunciation—1
Blenheim—1
Blessed Sacrament—2
Border Star—1
Center Annex—3
E. Meservey—1
East High—1
Graceland—2
Guardian Angels—2
Henry Clay—1
Holy Cross—2
Holy Name—2
Holy Trinity—2
James—2
J. Pershing—1
Kensington—2
Manchester—2
M. Twain—1
Marlborough—2
Northeast Jr. High—1
Our Lady of Good Counsel—2
Our Lady of Lourdes—2
Our Lady of Sorrows—2
Paseo High—2
Sacred Heart—1
St. Augustine—2
St. Elizabeth's—2
St. Francis Seraph—2
St. Francis Xavier—2
St. James—2
St. John—2
St. Mary's—2
St. Michael's—2
St. Peter—2
St. Vincent's—2
Thatcher—1
Visitation—2
Woodland—2

KIRKWOOD
Des Peres—2
Westchester—2

ST. JOSEPH
Benton High—5
Blair—5
Bliss Jr. High—5
Central High—3
Christian Brothers High—2
Convent of the Sacred Heart—1
Edison—5
Eugene Field—5
Everett—5
Floyd—5
Hall—5
Holy Rosary—3
H. Mann—5
Hosea —5
Humboldt—5
Hyde—5
Immac. Conception—3
Lafayette High—5
Lindbergh—5
M. Twain—4
McKinley—5
Miller—4
Neely—5
Noyes—5
Pershing—5
St. Francis Xavier—2
St. James—3
St. Joseph's Cath.—3
St. Mary's—3
St. Patrick's—1
St. Stanislaus—1
Sts. Peter and Paul—3
Sherwood—5
South Park—5
Washington—5
Webster—5

SPRINGFIELD
Fairview—1
Holland—1
Jarrett Jr.—1
McDaniel—1
McGregor—1
Pepperdine—1
Portland—1
Reed Jr. High—1
Rountree—1
Tefft—1
Watkins—1
Weller—1

Nebraska

LINCOLN
Bancroft—3
Belmont—3
Bethany—3
Blessed Sacrament—3
Bryant—2
Capitol—3
Clinton—3
College View—2
Eastridge—3
Elliott—3
Everett Jr. High—3
Hartley—3
Havelock—3
Hawthorne—3
Hayward—2
Holmes—3
Holy Family—2
Huntington—3
Irving Jr. High—2
Lake View—2
Lincoln S.E. High—1
Merle Beattie—1
M. Lefler Jr. High—1
Norwood Pk.—2
Park—3
Pershing—2
Prescott—3
Randolph—3
Riley—3
Sacred Heart—1
St. Mary's Cathedral—1
Saratoga—3
Sheridan—3
Whittier Jr. High—3

Nevada

LAS VEGAS
J. Smith—3
J. Park—4

RENO
Northside Intermed.—2
Peavine—3

New Jersey

BARNEGAT
Barnegat Elem.—1

BLOOMFIELD
Berkeley—2

BLOOMINGDALE
Bloomingdale Pub.—2

CAMDEN
Camden Pub.—10

CHATHAM TOWNSHIP
Lafayette Ave.—3

CLARK
Brewer—2

CLARKSBORO
Clarksboro—1

CLEMENTON
Gibbs—2

CLIFTON
Clifton #14—3

CRANFORD
Brookside Place—2
Cranford High—2
Livingston—1

CRESSKILL
Merritt Mem.—2

DEEPWATER
Deepwater—1

EAST KEANSBURG
E. Keansburg Pub.—2

ELIZABETH
Elmora—3
Scott #2—1

FAIRVIEW
English Neighborhood—1

EDISON TOWNSHIP
Bonhamtown—3
Sand Hills—3

FORT LEE
Fort Lee Jr.-Sr. High—2
Public School #2—2

GARFIELD
Garfield High—1

HACKENSACK
Fairmount—3
Hillers—1

HADDON HEIGHTS
Glenview Ave.—2
Haddon Hts. High—2
Haddon Hts. Jr. High—2
Kings Highway—2
Seventh Ave.—2

HADDONFIELD
Stafford—2

HAMILTON SQUARE
Hamilton Sq.—3

HASBROUCK HEIGHTS
Euclid—1
Lincoln—1

HIGHLAND PARK
Hamilton—2
Irving—3

HILLSIDE
G. Washington—3
Hillside Ave.—3
Hillside High—1
Hurden-Looker—2

IRVINGTON
Madison Ave.—3

KENILWORTH
Harding—2

LAKEWOOD
Clifton Ave. Grade—3

LINCROFT
Lincroft Elem.—3

LINDEN
Deerfield Terrace #9—1
Highland Ave. #10—1
J. Soehl Jr. High—1
McManus—3
Linden #1—3
Linden #3—3
Linden #6—3
Linden #7—3
Linden #8—3
Linden High—1

LITTLE SILVER
Little Silver Pub.—2

LIVINGSTON
Burnet Hill—1

LYNDHURST
Roosevelt Elementary—1
River Road—2

LITTLE FERRY
Washington—3

MARLBORO
Marlboro Gram.—1

MICKLETON
Mickleton—1

MIDLAND PARK
Highland Ave. & Godwin—1

MORGANVILLE
Morganville—3

MONTCLAIR
Inness Jr. High—2

MT. ROYAL
Mt. Royal Primary—1

MOUNTAINSIDE
Deerfield—3
Echobrook—3

NEPTUNE CITY
Roosevelt—2

NEW MARKET
New Market—2

NEWARK
Bragaw Avenue—1
Franklin—2
Oliver St.—2
S. Seventeenth St.—3

NORTH ARLINGTON
Roosevelt—3
Washington—3

NORTHFIELD
Mill Road—2

NORTHVALE
Hale—3

PALMYRA
Charles St.—1

PENNSAUKEN
Collins Tract—3
Franklin—3

PERTH AMBOY
Middlesex Co. Vo. & Tech. High—2

PITMAN
Summit Ave.—2

PLAINFIELD
Barlow—1
Bryant—2

PRINCETON
Littlebrook—1
Valley Road—1

QUINTON
Quinton Tp. Elem.—2

RAHWAY
Columbian—4
Franklin—2
G. Cleveland—2
Lincoln—2
Madison—2
Rahway High—1
Roosevelt—2
St. Mary's Parochial—2
Washington—3

RAMSEY
Elementary #1—1

RIDGEFIELD
Public #3—2

New Jersey

(Continued)

ROCHELLE PARK
Cambridge—1
ROSELLE PARK
Aldene—3
Gordon—2
Roselle Pk. High—1
Roselle Pk. Jr. High—1
Sherman—1
SADDLE BROOK
Cambridge—1
Franklin—1
Washington Gram.—2
SCOTCH PLAINS
Evergreen and School #3—3
SEASIDE PARK
Seaside Pk. Elem.—2
SEWELL
Deptford Central—1
SPRINGFIELD
E. Walton—2
F. Gaudineer—2
J. Caldwell—2
J. Dayton Reg. High—1
R. Chisholm—2
STERLING
Central—1
SUMMIT
Washington—1
TABOR
Mt. Tabor—1
TEANECK
Lowell—2
TRENTON
Reed—3
Cadwalader—2
De Cou—2
I. Stokes Mem.—2
Kisthardt—1
Jr. High School #2—1
Jr. High School #3—3
Kuser—3
Maple Shade—1
McGalliard—3
Parkway—2
Slackwood—3
T. Jefferson—3
W. Cook—3
UNION
Connecticut Farm's—3
Franklin—1
Hamilton—3
WASHINGTON
Washington Tp. Con.—3
WENONAH
Oak Valley—1
Wenonah Pub.—1
WESTFIELD
Franklin—2
Elm St.—2
Grant St.—2
Jefferson—2
Lincoln—2
McKinley—2
Roosevelt Jr. High—2
Washington—2
Westfield Sr. High—1
Wilson—2
WINFIELD PARK
Winfield Park—3
WESTVILLE GROVE
Westville Grove—2
WOODBURY
Evergreen Ave.—1
Walnut St.—3
West End Mem.—3
YARDVILLE
Yardville—3
Yardville Hts.—1

New Mexico

CARLSBAD
Carlsbad Sr. High—1
Carver—9
Craft—9
Eddy—9
Edison—9
Eisenhower Jr. High—9
Hillcrest—9
J. Smith—7
Monterrey—4
Otis—5
Pate—3
Puckett—2
Riverside—2
Roosevelt—9
Sunset—6
LAS CRUCES
MacArthur—3
LOVINGTON
Lovington High—1
MALAGA
Malaga Elem.—5

New York

ADDISON
Addison Central—3
ALBANY
Pub. School #19—2
BEAVER DAMS
Beaver Valley—1
BLACK RIVER
Black River Branch—Carthage Central—2
BROCKPORT
Campus—1
BRONX
Samuel Gompers Vo. & Tech. High—10
BUFFALO
Riverside High—1
McKinley Vo. High—10
School #1—1
School #3—1
School #24—1
School #28—1
School #39—1
School #41—1
School #42—1
School #43—1
School #50—1
School #52—1
School #53—1
School #56—1
School #57—1
School #60—1
School #69—1
School #78—1
87 Jr. High—1
CARTHAGE
Carthage Elem.—2
CORNING
Caton—1
Carder—9
K. Phillips—1
Northside—5
S. Corning—3
Winfield—1
W. Severn—9
EAST MEADOW
Woodland Jr. High—2
EGGERTSVILLE
Windemere Blvd. Elem.—3
ELMIRA
Coldbrook Pk.—2
FELTS MILLS
Felts Mills Br.—Carthage Central—2
FLORAL PARK
Sewanhaka High—8
FREDONIA
Campus—1
HUNTINGTON STATION
Pidgeon Hill—1
Silas Wood—1
LARCHMONT
Chatsworth Ave.—14
MAMARONECK
Mamaroneck Central—7
Mamaroneck Jr. High—5
Mamaroneck Ave.—1
MARATHON
Marathon Central—4
MOUNT VERNON
Graham—1
Lincoln Lab.—1
NASSAU
Nassau—3
NEW HYDE PARK
New Hyde Park Mem. Jr.-Sr. High—2
NEW PALTA
The Campus—2
PAINTED POST
Erwin Valley—1
Lindley-Presho—1
Painted Post Elem.—1
POUGHKEEPSIE
C. Warring—2
Columbus—2
Morse—2
ROCHESTER
Brighton Schools, Dist. 1—9
ROME
Central N. Y. School for the Deaf—5
ST. JOHNSVILLE
St. Johnsville Central—1
SYRACUSE
A. Blodgett Vo. High—1
A. Huntington—1
Bellevue—1
Brighton—1
Central High—1
C. Andrews—1
Cleveland—1
Clinton—1
Croton—1
Danforth—1
Delaware—1
Eastwood High—1
E. Smith—1
Elmwood—1
Franklin—1
Frazer—1
Garfield—1
G. Washington—1
Gere—1
Grant Jr. High—1
H. Smith Tech. & Ind. High—1
Jefferson—1
J. Roberts—1
J. Van Duyn—1
Lincoln Jr. High—1
Madison—1
Merrick—1
Nichols—1
North High—1
Nottingham High—1
Onondaga Valley Acad.—1
P. Hughes—1
Pere Le Moyne—1
Porter Jr. High—1
Prescott—1
Salem Hyde—1
Salina—1
Seymour—1
Sumner—1
T. Levy Jr. High—1
Taft—1
T. Roosevelt Jr. High—1
Tomokins—1
T. Meachem—1
W. Irving—1
Webster—1
W. McKinley—1

North Carolina

BARIUM SPRINGS
Barium Springs—1
CHARLOTTE
Cotswold—2
CLEVELAND
Amity—1
Cool Soring—1
FAYETTEVILLE
Massey Hill High—8
HARMONY
Houstonville—1
LEMON SPRINGS
Greenwood—3
MOORESVILLE
Brawley—1
Shepherd—1
MT. MOURNE
Mt. Mourne—1
SALISBURY
Allen—2
SANFORD
Lee—3
New Hope—3
SCOTTS
Scotts—1
STATESVILLE
C. Henkel—1
Central Elem. & High—1
Chestnut Grove—1
Ebenezer—1
Monticello—1
Mulberry St.—1
S. Rosenwald—1
Sharon—1
Unity—1
TROUTMAN
Troutman—1
UNION GROVE
Union Grove—1

North Dakota

JAMESTOWN
Jamestown High—4
KNOX
Knox Public—7

Ohio

AKRON
A. Case—1
Bettes—1
Betty Jane—4
Crosby—1
East Sr. High—1
Fairlawn—3
Findley—1
Firestone Pk.—1
Forest Hill—5
G. Barber—3
Goodrich Jr. High—1
Harris—2
Heminger—1
Highland Pk.—1
Hillwood Homes—1
Hotchkiss—6
Jackson—1
J. Ritzman—5
Lane—5
Lawndale—1
Leggett—1
Maple Valley—1
Margaret Pk.—1
Mason—3
McEbright—1
North High—1
O. Hatton—1
Pfeiffer—4
Portage Path—3
Rimer—3
Seiberling—5
Thomaston—3
Voris—1
St. Hedwig—1
Schumacher—1
West Jr. High—2
BARBERTON
St. Augustine—1
BEACHWOOD VILLAGE
Fairmount—1
CAMPBELL
St. John—1
CINCINNATI
Covedale—2
Delhi—1
Holy Cross—Mt. Adams—1
Pleasant Ridge—1
Seton High—2
CLEVELAND
Almira—1
Case Woodland—1
Immac. Heart of Mary—1
Longwood—1
R. Hayes—1
St. Aloysius—1
St. Cecilia—1
St. Josephat—1
St. Mary's—1
St. Mel—1
St. Stanislaus—1
St. Thomas' Aquinas—1
St. Vincent de Paul—1
Sts. Philip & James—1
Wade Park—1
COLUMBUS
Edison—1
Stevenson—1
DAYTON
Lawton—1
Southdale—1
ELYRIA
St. Agnes—1
EUCLID
B. Franklin—4
Euclid Sr. High—4
Euclid Central Elem.—4
Glenbrook—1
Euclid Central Jr. High—4
Lincoln—3
Noble—4
Roosevelt—4
R. Erwine—1
Shore Jr. High—4
T. Jefferson—4
Upson—4
Wells—1
EXCELLO
Middletown Amanda—3
FAIRVIEW PARK
Coffinberry—1
GIRARD
St. Rose—1
HAMILTON
Adams—4
Buchanan—7
Fillmore—9
G. Washington—2
Grant—3
Hamilton High—12
Harrison—8
Jackson—4
Jefferson—2
Madison—9
McKinley—1
Notre Dame High—8
Pierce—9
Polk—4
Roosevelt Jr. High—4

St. Ann—3
St. Joseph—3
St. Peter—2
Taylor—9
Van Buren—2

KENT
Kent State Univ.—7

KETTERING
Meadow Lawn—1

LAKEWOOD
Emerson Jr. High—2
Franklin—1
Garfield—1
Harding Jr. High—1
Hayes—1
Lakewood High—10
Lincoln—2
Madison—3
McKinley—2
St. James—1
Taft—1

LORAIN
St. Anthony—1
St. Mary—1

MANSFIELD
Prospect—1

MAPLE HEIGHTS
St. Wenceslas—1

MIDDLETOWN
Central—5
Holy Trinity—3
Jefferson—5
Lincoln—5
Maple Pk.—3
Oneida—3
St. John—1
St. Mary—1
Sherman—1
Spring Hill—1
W. Taft—5
Wilson—5

MONROE
Monroe Elem.—1

PARMA
Broadview—1
J. Muir—1
Pearl Rd.—1
Renwood—2
Ridge-Brook—2
Ridge Road—1
Sts. Peter & Paul—1
Snowview—1
State Road—1

ROCKY RIVER
Rocky River High—1
St. Christopher—1

SPRINGFIELD
Elmwood—1

STRUTHERS
St. Nicholas—1

TOLEDO
Chase—1
Edgewater—3
Franklin—1
Fulton—3
Garfield—1
Gesu—2
Glenwood—3
Gunckel—1
Heather Downs—3
Holy Rosary—3
LaGrange—1
Lincoln—3
Longfellow—3
Marshall—2
McKinley—2
Nathan Hale—1
Navarre—3
Oakdale—2
Old Orchard—3
Our Lady of Perpetual Help—1
Pickett—3
Point Place—2
Roosevelt—3
Sacred Heart—3
St. Adalbert—3
St. Agnes—3
St. Anthony—2
St. Francis De Sales—1
St. Hedwig—3
St. John's—2
St. Pius X (Ilger Dr.)—3
St. Stanislaus—2
St. Teresa's—3
St. Vincent de Paul—2
Spring—1
Trinity Luth.—1
Walbridge—3
Warren—2
Washington—2
Westfield—3
Whittier—3

WAPOKONETA
Centennial—1

YOUNGSTOWN
Adams—3
Bancroft—3
Bennett—1
Cardinal Mooney High—1
Chaney High—3
Cleveland—3
Coitsville Center—3
Covington—3
East High—3
Elm—3
Garfield—3
Harding—3
Hayes Jr. High—1
Holy Name—3
Immac. Conception—3
Jackson—3
J. Hillman Jr. High—3
Jefferson—3
J. White—1
J. Butler—1
Kirkmere—3
Lincoln—3
Madison—3
McKinley—3
Monroe—1
North High—3
Our Lady of Perpetual Help—1
Princeton Jr. High—1
Roosevelt—2
St. Ann—3
St. Brendans—3
St. Casimir—3
St. Christine—3
St. Columba Cathedral—3
St. Dominic—3
St. Edward—3
St. Edward Jr. High—2
St. Joseph—3
St. Matthias—3
St. Patrick's—3
St. Stanislaus—3
Sts. Cyril & Methodius—3
Science Hill—1
Sheridan—3
South High—3
Stambaugh—3
Taft—3
The Raven—3
Thorn Hill—3
Tod—3
U. S. Grant—3
Ursuline High—3
Williamson—3
W. Richey—1
Washington—3
West—3
Wilson High—3

WOOSTER
St. Mary—1

Oklahoma

LAWTON
B. Swinney—1
Garfield—2

OKLAHOMA CITY
A. Johnson—6
Belle Isle—4
Britton—8
Coolidge—1
Capitol Hill Jr. High—7
Capitol Hill Sr. High—1
Carver—4
Central High—4
C. Arthur—3
Classen Jr.-Sr. High—1
Columbus—5
Culbertson—6
Douglass High—1
Edgemere—4
Field—3
F. Kaiser—7
Garden Oaks—1
Gatewood—5
Harmony—1
Hawthorne—1
Heronville—1
Jackson Jr. High—1
J. Garfield—5
J. Polk—1
J. Davis—3
J. Adams—5
J. Marshall Jr.-Sr. High—2
Lee—4
Lincoln—5
Linwood—6
Longfellow—3
L. Burbank—3
Madison—2
M. Twain—1
M. Van Buren—6
Mayfair—5
M. Fillmore—4
Monroe—1
Nichols Hills—5
Northwest Classen High—2
Pierce—1
Putnam Hts.—1
Rancho Village—1
Ridgeview—2
Riverside—1
Rockwood—5
R. Hayes—5
Taft Jr. High—2
Tyler—2
U. Grant Jr.-Sr. High—2
Valley Brook—2
W. Bryan—4
Washington—1
Walnut Grove—7
Webster Jr. High—1
West Nichols Hills—1
Wheeler—2
Willard—2
W. Harrison—5
W. McKinley—2
Z. Taylor—6

TULSA
A. Jackson—1
Barnard—3
Bell Jr. High—2
B. Washington High—2
Bryant—3
Burbank—3
Clinton—3
Central High—2
C. Lindbergh—1
C. Johnson—2
C. Eliot—3
Cherokee Elem. & Jr. High—3
Chouteau—1
Clinton Jr. High—2
D. Webster High—3
Dunbar—3
Edison High—2
Edison Jr. High—2
Emerson—2
Field—2
Franklin—1
G. Carver Jr. High—1
G. Washington—2
G. Cleveland Jr. High—3
Hamilton Jr. High—1
Hawthorne—3
Hoover—1
H. Mann Jr. High—2
Irving—2
J. Madison Jr. High—1
J. Riley—1
J. Addams—3
Jefferson—2
J. Burroughs—2
J. Marshall—2
J. Ross—3
Kendall—3
Lee—2
Lincoln—2
Lombard—1
Longfellow—2
L. Alcott—3
Lowell Elem.—2
Lowell Jr. High—2
MacArthur—1
M. Twain—2
McClure—2
McKinley—3
Morse—1
O. Holmes—2
Osage—3
Park—1
P. Henry—2
P. Revere—2
Pershing—3
R. Bunche—3
Riverview—2
R. Owen—2
Robertson—1
S. Houston—3
Sequoyah—3
S. Lanier—3
S. Haven—3
Springdale—2
T. Roosevelt Jr. High—2
Whittier—2
W. Rogers High—1
W. Penn—3
Wilson Jr. High—2

Oregon

EUGENE
Bailey Hill—1
Glenwood—1
Harris—1
Patterson—1
Westmoreland—1
Willagillespie—1

GOSHEN
Goshen Elem.—3

LEABURG
Leaburg Elem.—2

MEDFORD
Hedrick Jr. High—3
Jackson—8
Jefferson—3
Lincoln—8
McLoughlin Jr. High—4
Oak Grove—2
Roosevelt—8
Washington—8
West Side Elem.—2

MOHAWK
Mohawk Elem.—1

SPRINGFIELD
Brattain—2
Camp Creek—1
E. Page—1
Maple—2
Mill St.—1
Moffitt—2
Mt. Vernon—1
Thurston—2

SPRINGFIELD
Walterville—1

Pennsylvania

ABINGTON
Cedar Rd.—2
Highland—2
North Hills—2

ALIQUIPPA
Center Tp. Con.—2
Five Points—3
Highland—1
Jones—1
New Sheffield—2

ALLENPORT
Allenport—1

ALLENTOWN
Cleveland—1
Dodd—1
Garber-Horne—1
Herbst—1
Jefferson—1
Lehigh Pky.—1
Lincoln—1
Livingston—1
McKinley—1
Mosser—1
Muhlenberg—3
Sacred Heart—1
St. Paul—1
Sheridan—1
Union Terrace—1
Washington—1

ALTOONA
McKinley—1
Wright—2

ANSONVILLE
Ansonville—1

ASPINWALL
Aspinwall Elem.—2

BELLE VERNON
La Grange—1

BETHLEHEM
Buchanan—1
Broughal Jr. High—2
Calypso—3
Central—3
Donegan—3
Edgeboro—1
Fairview—2
Franklin—2
G. Wolf—1
Hamilton—1
Higbee—1
Jefferson—2
Lafayette—2
Lincoln—2
Lindbergh—2
Madison—2
Monocacy—2
Nitschmann Jr. High—3
Northeast Jr. High—2
Packer—2
Penn—2
Rosemont—3

BIRDSBORO
Robeson Tp. Elem.—2

Pennsylvania

(Continued)

BITNER
Bitner—1
BUTLER
Broad St.—1
Oakland Tp.—1
West End—3
CAMBRIDGE SPRINGS
Cambridge Springs Elem.—3
CARLISLE
Middlesex—1
CASTLE SHANNON
Vernridge—1
CAMPBELLTOWN
Campbelltown Grade—2
CLAIRTON
Valley—1
CLEARFIELD
Hillsdale—2
COCHRANTON
Cochranton Area Jt. Elem.—1
CONFLUENCE
Turkeyfoot Valley Jt.—1
CONNEAUTVILLE
Conneaut Valley Jt.—1
CONYNGHAM
Conyngham Borough—1
COOPERSBURG
Lanark—1
CORRY
Wright—3
DALLAS
Dallas Borough Elem.—1
DRUMS
Butler Tp.—1
DuBOIS
St. Catherine—1
DUNBAR
Juniata—1
DUNMORE
Field—1
EAGLEVILLE
Eagleville Elem.—1
EAST PITTSBURGH
E. Pittsburgh Pub.—8
EAST STROUDSBERG
Campus Lab.—6
EASTON
A. Packer—1
Avona—1
Centennial—1
Cottingham—2
F. March—2
Forks Con.—2
Franklin—2
Liberty—2
Palmer Tp. Con.—4
Porter—2
S. Shull Jr. High—1
Taylor—1
Traill Green—1
Vanderveer—2
Webster—2
Wilson Borough Area Jt. High—3
Wolf Jr. High—3
EMMAUS
Vera Cruz—1
ERIE
Academy High—9
Asbury—2
Belle Valley—3
Burns—4
Burton—5
Columbus—7
East High—6
Edison—4
Emerson—9
Erie Tech. High—9
Garfield—5
Glenwood—5
Gridley Jr. High—4
G. Cleveland—4
Hamilton—6
Harding—5
Holy Trinity—1
Irving—5
Jefferson—4
John C. Diehl—4
Jones—5
Kearsarge—2
Lakewood—3
Lincoln—6
Longfellow—4
Marshall—5
McKinley—5
Montclair—3
Penn—8
Perry—8
Ridgefield—3
Roosevelt Jr. High—5
St. Hedwig—1
S. Vincent High—9
Summit Central—1
Tracy—2
Washington—6
Wayne—7
Memorial Jr. High—2
Wilson Jr. High—5
ETTERS
Fishing Creek—1
EYNON
Roosevelt—1
FAIRVIEW
Fairview—1
Fairview Jr.-Sr.—1
FRANKLIN
St. Patrick—1
Second Ward—1
FREDONIA
Fredonia-Delaware—1
FREELAND
Daniel Coxe Mem.—1
GALLITZIN
St. Patrick—1
GLEN LYON
Roosevelt—1
GLEN RICKEY
Glen Rickey Con.—2
GLENSIDE
Glenside-Weldon—1
GRANTVILLE
East Hanover—2
GREENSBURG
Harrold Jr. High—1
GREENVILLE
West Side—1
GROVE CITY
Central—1
HANOVER
Conewago Tp.—1
Hanover St.—1
Walnut St.—2
West Manheim—1
HARMONSBURG
Summit Tp.—1
HARRISBURG
E. H. Phillips-Hainlyn—2
Paxtonia—3
HAZLETON
Arthur St.—2
D. A. Harman—2
Mother of Grace—3
St. Gabriel High—1
Walnut St.—1
HERSHEY
Derry Tp. Pub.—1
HUMMELSTOWN
Hummelstown Elem.—2
JIM THORPE
Packer—1
JOHNSTOWN
Bheam—1
Chandler—1
Chesnut St.—1
Coopersdale—1
Dibert—1
Highland Pk.—1
Horner St.—1
Hudson St.—1
Maple Pk.—1
Meadowvale—1
Oakhurst—1
Oakland—1
Osborne—1
Park Ave. Pub.—1
Riverside—1
Roxbury—1
St. Benedict—1
St. John Gualbert Co-Cathedral—1
St. Rochus—1
St. Stephen—1
Sheridan—1
Somerset St.—1
Tanneryville—1
Union—1
Village St. Pub.—1
Visitation B.V.M.—1
Washington—1
Woodvale—1
KITTANNING
Garretts Run—2
Pine Hill—1
KUTZTOW
Maxatawny—1
LAMAR
Porter Tp.—1
LANDISVILLE
Landisville Elem.—1
LANGELOTH
Langeloth—3
LANSDALE
York—3
LAURELDALE
Muhlenberg Tp.—1
LAWN
Lawn-Colebrook—1
LEBANON
Southwest—2
LINDEN
Woodward—1
LUCERNE MINES
Lucerne—2
MACUNGIE
Macungie—1
MANORVILLE
Manorville—1
McKEESPORT
Green Valley—2
MERIDIAN
Meridian—1
MONROEVILLE
Bellwood—1
MT. OLIVER
Mt. Oliver—1
NEW CASTLE
Franklin Jr. High—1
Washington Jr. High—1
NEW KENSINGTON
Edgewood—1
Greenwald Mem.—2
Valley Hts.—2
NORVELT
Norvelt—1
OIL CITY
Hasson Hts.—1
ORELAND
Enfield—3
PHILADELPHIA
A. Vare—4
A. Harrington—3
Adaire—4
A. Bache—3
A. K. McClure—4
A. Wilson—4
A. Morrison—4
A. Jackson—4
A. Blakiston Day—4
A. Wayne—3
A. Jenks—3
Barratt Jr. High—3
B. Taylor—1
B. Comegys Pub.—4
B. Crispin—5
B. Franklin—4
Blankenburg—5
Bridesburg—3
Cary—4
C. Carroll—4
C. Audenried—2
City Center—3
C. Barton—1
Dick—2
Dr. McCloskey—4
Drew-Kendrick—2
East Falls—3
E. Poe—4
E. Gideon—2
E. Paxson—2
E. Fitler—5
E. Stanton—4
E. Emlen—4
Ellwood—1
Elverson—4
F. Bregy—4
Fairhill—4
Fels Jr. High—4
Feltonville—1
Finletter—5
FitzSimons Jr. High—4
Fox Chase—4
F. Pastorius—3
F. Drexel—3
F. Read—3
F. Smedley—4
G. Childs—1
Gen. G. McCall—4
G. Brooks—1
G. Clymer—3
G. Chandler—4
G. Thomas—1
G. Sharswood—4
G. Spruance—4
G. Cleveland—5
G. Benson—2
Hartranft—2
H. Widener Pub.—4
H. Edmunds—1
H. Brown—5
H. Longfellow—5
Heston—1
H. Hackett—5
I. Sheppard—4
J. Moore—4
J. Alcorn—3
J. Blaine—1
J. Claghorn—3
J. Martin—1
J. Ludlow—3
J. Rhoads—3
J. Cook—2
J. Stetson Jr. High—4
J. Bartram High—2
J. Whittier—3
J. Taggart—4
J. Webster—3
J. Hancock—4
J. Kinsey—3
J. Patterson—13
J. Moffet—2
J. Sartain—3
J. Jenks—1
J. Welsh—4
J. Allison—3
J. Ferguson—4
J. Hill—2
J. Leidy—5
J. Catharine—4
J. Pennell—5
J. Howe—2
Kenderton—1
K. Crossan—4
Lawndale—4
L. Cassidy—5
Logan—1
Lowell—3
L. Darrah—2
M. Stanton—5
Mastbaum Vo.-Tech. High—1
M. Sulzberger—2
Mayfair—2
McKean—5
Meade—4
M. Leeds Jr. High—3
M. McMichael—4
M. Dobbins Vo. Tech.—2
Northeast Village—5
O. Holmes—4
Olney—2
Overbrook—4
Overbrook High—2
P. Dunbar—5
Penn Treaty Jr. High—4
P. Sheridan—1
Pratt-Arnold—2
Richmond—4
R. Lamberton—5
R. Fulton—4
R. Morris—3
Roxborough High—4
R. Walton—5
R. Conwell—2
S. Huey—4
S. Solis-Cohen—1
S. Mitchell—5
S. Gompers—1
S. Pennypacker—1
Southwark—5
Spring Garden—1
S. Douglas—5
Sullivan—1
T. Stevens—5
The Gen. J. Reynolds—2
T. Creighton—1
T. Morton—5
T. Holme—1
Thomas Jr. High—3
T. Peirce—5
T. Potter—2
W. Bryant—5
W. Stokley—5
W. Smith—1
W. Harding Jr. High—1
W. Comly—1
W. Hanna—4
W. Mann—2
W. Longstreth—5
W. Cramp—1
W. Kelley—2
W. Harrity—4
W. Harrison—4
W. Hunter—4
W. McIntyre Public—5
W. McKinley Public—4
W. Penn High—2
W. Tilden Jr. High—4
W. and E. Martin—4
Wissahickon—2
Wilson Jr. High—4
PITTSBURGH
Allegheny High—4
Allegheny Vo. High—4
Allen—4
American Ave.—4
Arsenal—4
Arsenal Girls' Vo. High—1
Banksville—2
Baxter—3
Bedford—3

There were 3,257 schools listed on the National School Safety Honor Roll last year. This year's 4,710 represents a 44 per cent increase. Is your school eligible for Honor Roll listing?

Not all of the items on the list (there are 25 of them) must be checked, but enough of them should be engaged in so that, in the opinion of the judges, a well-rounded program is being carried on. The first three years are considered a trial period during which the school can prepare itself to meet standards which have been established for the following years.

In order to be listed on the Honor Roll for the fourth to the sixth year, *all* of the following safety activities must be carried on by the school:

- participating in Standard Student Accident Reporting and *making* use of the reports;
- using monthly safety lessons and posters;
- conducting a safety inspection of school buildings and grounds and elimination of hazards;
- holding meetings of a student safety organization;
- arranging special safety instruction for holidays;
- having an active safety program among school patrons.

For years seven to ten inclusive, in order to attain listing on the National School Safety Honor Roll, schools must engage in all of the activities which they have been carrying on previously. They must also:

- have a well-rounded program including instruction in school, recreation, traffic, fire and home safety;
- have developed special safety activities material and must include samples of the material with the report;
- have had students formulate a code for safe living.

For eleven years' participation in the Honor Roll, and for each year in addition to that, a school must carry on all activities that have been required for four-year participation and subsequent years. They must also:

- have student groups visit the fire department, the police or traffic engineering department, and the traffic court;
- arrange safety exhibits or safety bulletin boards;
- hold at least two assemblies on safety during the year;
- furnish either a student or teacher as a safety speaker to a community organization.

In addition, the schools must carry on at least three other acceptable safety activities.

Beechwood Pub.—4
Belmar—4
Beltzhoover—4
Boggs Ave.—2
Brookline—4
Burgwin—4
Carmalt—4
Chatham—4
Churchill—1
Clayton—4
Colfax—4
Columbus—4
Concord—4
Connelley Vo. High—3
Crescent—4
D. Webster—4
D. Oliver High—1
Dilworth—4
East Park—4
East St.—4
Fairywood—1
Fineview—4
Forbes—4
Fort Pitt—3
Friendship—4
Fulton—4
Gladstone Elem. & Jr. High—4
Greenfield—4
H. Frick—4
Halls Grove—1
Harwood—4
Hays—2
Herron Hill Jr. High—4
Holmes—4
Horace Mann—4
J. Rogers—2
J. Minadeo—1
J. Morrow—4
Knoxville—4
Larimer—4
Lemington—4
Letsche—4
Liberty—4
Lincoln—1
Linden—4
M. Cowley—4
McCleary—1
Mifflin—2
Miller—2
Morningside—4
Morse—4
Oakwood—1
Overbrook—4
Phillip Murray—3
Prospect—4
Regent Sq.—4
R. Vann—2
Schiller—4
Soho—4
South High—and South Vo.—4
Spring Garden—4
Spring Hill—3
Spring Lane—4
Sterrett—4
Sunnyside—4
T. Stevens—1
T. Jefferson—2
Troy Hill—4
Turner—2
W. McKelvy—4
Washington Vo. High—1
West Liberty—4
Westinghouse High—1
Whittier—4
Woods Run—3
Woolslair—1
PORTAGE
St. Joseph—1
QUAKERTOWN
Quakertown Com. Jr. High—1
QUARRYVILLE
Quarryville Elem.—1
QUINCY
Winter Building—1
READING
Thomas H. Ford Gr.—1
ROCHESTER
Adams St.—2
ROSLYN
Roslyn Elem.—3
RUTHERFORD HEIGHTS
Rutherford Gr.—2
SCRANTON
A. Hamilton #19—2
Bancroft #34—1
C. Sumner #18—3
J. Madison—2
J. Audubon—2
Nativity—1
W. Penn #40—1
Wilson #47—1

Pennsylvania

(Continued)

SHARON
Sharon Jr. High—1
SHIPPENSBURG
J. Kline—1
SINKING SPRINGS
Lower Heidelberg Tp.—1
SMOCK
Smock—1
SOUTH HEIGHTS
South Heights—1
SPANGLER
Holy Cross—1
St. Patrick—1
STATE COLLEGE
College Hts.—1
SUGARLOOF
Sugarloof Tp.—2
TIDIOUTE
Plank Rd.—2
TRESCKOW
Banks Tp.—2
TRUCKSVILLE
Trucksville Elem.—1
VALENCIA
Middlesex Tp. Con.—1
WARREN
Jefferson—2
McClintock—2
South St.—2
WEBSTER
Webster—1
WESLEYVILLE
Wesleyville Pub.—2
WEST LEESPORT
Bern Tp. Con.—1
WESTTOWN
Westtown Thornbury Elem.—2
WILKINSBURG
Johnston Elem.—2
Kelly—1
Semple—3
WILLIAMSPORT
D. Webster—2
Franklin—1
G. Washington—2
WILLOW GROVE
Woodlawn Elem.—1
WINDBER
Sts. Cyril & Methodius—1
WINDSOR
Windsor Borough—1
Windsor-Tp. Elem.—2
WILLIAMSPORT
Franklin—1
YORK
A. Goode—1
Franklin—2
J. Devers—2
Lightner—2
Lincoln—3
Madison—3
Stevens—3
T. Roosevelt—2
W. Penn Sr. High—2
Wilson—2

Rhode Island

CRANSTON
West View—1
PROVIDENCE
Oxford St.—1
S. Bridgham Jr. High—1
St. Augustine—1
St. Teresa—1

South Carolina

COLUMBIA
Satchel Ford Rd.—2
GREENVILLE
Greenville High—1
NORTH CHARLESTON
North Charleston High—2
SHAW AFB
Shaw Hts. Elem.—1

South Dakota

ABERDEEN
Roosevelt—1
ALCESTER
Alcester Pub.—1
HURON
McKinley—1
SIOUX FALLS
Axtell Pk. Jr. High—1
Bancroft—3
Bryant—1
Cathedral Grade—1
Cathedral High—1
Christ the King—1
Cleveland—1
Edison Jr. High—1
Emerson—3
E. Field—3
Franklin—3
Gen. Beadle—3
Hawthorne—3
H. Mann—3
Irving—1
J. Addams—1
Jefferson—3
L. Wilder—1
Lincoln—3
Little Flower—1
Longfellow—3
Lowell Grade—3
M. Twain—3
P. Henry—1
Riverside—1
St. Mary's Parochial—1
S. Sioux Falls—3
Washington High—3
WINNER
Winner Pub.—1

Tennessee

ANTIOCH
Mt. View—3
ATHENS
City Park—1
ATWOOD
Atwood High—1
BLOUNTVILLE
Central Hts.—1
BRADYVILLE
Woodland—1
CHAPEL HILL
Forrest High—1
CLINTON
Blowing Springs—1
COOKEVILLE
J. Whitson—1
Tech Training—1
CUNNINGHAM
Montgomery Central—2
DAVIDSON COUNTY
Amqui—3
A. Jackson—3
Bordeaux—3
Brookmeade—1
Burton—2
Dalewood—1
Dodson—3
Donelson—3
Glendale—2
Glenview—2
Goodlettsville—3
Harpeth Valley—1
Haynes—3
H. Greeley Hill—2
Inglewood—4
Joelton—2
J. Whitsitt—3
J. Early—3
Jordonia—2
J. Andrews—3
McGavock—2
Mc Gavock—2
Mt. Zeno—3
Neely's Bend—2
Old Center—3
Parmer—2
Providence—3
Richland—1
Robertson Acad.—3
Shwab—3
Stateland—2
Stratton—5
Tom Jay—2
Una—2
Woodbine—3
Woodmont—2
DONELSON
Stanford—4
DYERSBURG
Walker—1
ELBRIDGE
Cloverdale—2
ELORA
Elora Elem.—1
ERWIN
Fishery—1
FINLEY
Finley Elem.—1
FOUNTAIN
Shannondale—1
GREENEVILLE
Jr. High—1
HUNTINGDON
Hale—2
JOHNSON CITY
North Side Elem.—1
KINGSPORT
A. Lincoln—7
A. Jackson—10
Bell Ridge—1
Kingsley—2
Washington—9
KNOXVILLE
Flenniken—1
Fulton High—7
Holy Ghost—1
McCallie—1
Mooreland Hts.—2
Moses—1
Oakwood—1
Rocky Hill—1
LEBANON
McClain—1
LENOIR CITY
Walnut Sr.—1
LEWISBURG
Mooresville—1
LOUDON
Loudon Elem.—1
MASCOT
Mascot—2
McMINNVILLE
Central High—1
William Biles—1
MEMPHIS
A. Hill—1
Central Frayser—1
Charjean—2
Douglass High—2
Elmore Pk.—1
Guthrie—1
Holy Names—1
Keel—2
Lester—2
Melrose Elem.—2
Melrose High—2
N. Frayser—1
Prospect—1
Sea Isle—1
Sharpe—2
S. Park—1
MOORING
Mooring Elem.—1
MOUNTAIN CITY
Mt. City Elem.—1
MURFREESBORO
Middle Tennessee State Col. Training School—2
NASHVILLE
Bailey—1
Berry—2
Brick Church—2
Buena Vista—4
C. Kirkpatrick—2
Caldwell—4
Cameron High—2
Carter-Lawrence—4
Clemons—1
Cockrill—1
Crieve Hall—2
Eakin—3
East Jr. High—2
Elliott—1
F. Greene—1
Glenn—2
Gower—1
Hamilton—2
H. Cotton—8
Head—1
Holy Name—1
J. Lipscomb—4
J. Baxter—4
Johnson—3
Jones—2
J. Green—3
Lockeland—1
M. Allen—3
McCann—4
Meigs—2
M. McKissack—1
Murphy—2
Napier—4
Park Ave.—4
Pearl Elem.—1
Pearl High—2
Ransom—1
Rosebank—3
Sylvan Pk.—1
Tarbox—1
Turner—2
Wade—2
Warner—4
Washington Jr. High—3
Waverly-Belmont Jr. High—1
OAK RIDGE
Cedar Hill—13
Elm Grove—13
Glenwood—4
Highland View—13
Jefferson Jr. High—13
Pine Valley—13
Scarboro—13
Willow Brook—13
Woodland—13
OLD HICKORY
Dupont Elem.—6
POCAHONTAS
Locke—1
POWELL
Powell Elem.—2
ROCK ISLAND
Midway—2
SHELBYVILLE
Central High—1
SODDY
Soddy Jr. High—2
SOUTH PITTSBURG
S. Pittsburg Elem.—1
SPRINGFIELD
N. Robertson—1
TURTLETOWN
Turtletown—1
WHITES CREEK
Green—2

Texas

ABILENE
Taylor—1
AMARILLO
A. Landergin—3
Avondale—2
Carver—3
Coronado—3
E. Nixson Jr. High—2
Emerson—4
Forest Hill—4
Glenwood—3
Hilltop—4
H. Mann Jr. High—1
Humphrey's Highland—4
Lawndale—2
Lee Bivens—4
McKinley—3
M. Wills—4
M. Lamar—4
Palo Duro High—2
Paramount Terrace—2
Pleasant Valley—4
R. E. Lee—4
Sanborn—4
South Lawn—3
Summit—4
Sunrise—4
Whittier—3
W. Rogers—3
Woflin—4
BELLAIRE
Horn Elem.—1
DALLAS
Addison—1
A. Johnston—1
A. Earhart—1
A. Blanton—1
A. Jones—2
A. Kramer—1
A. Silberstein—1
B. Darrell—1
B. Macon—1
B. Milam—1
Casa-View—1
C. Gill—1
C. Oliver—1
Colonial—1
Cumberland—1
D. Rogers—1
D. Crockett—1
D. Burnet—3
Eagle Ford—1
E. Kirst—2
E. Pease—1
F. Caillet—1
G. Allen—1
G. Dealey—1
G. Peabody—2
G. Truett—1
H. Thompson—1
H. Budd—1
H. Longfellow—1
J. Bonham—1
J. Bowie—1
J. Hogg—4
J. Fannin—1
J. Davis—1
J. Brown—1
J. Ireland—1
J. Pershing—1

J. Bryan—4
J. Adams—1
Lakewood—4
L. Cowart—1
L. Kirk Hall—3
Letot—4
L. Hooe—1
L. Alcott—2
Maple Lawn—1
M. Henderson—3
M. Twain—1
M. Reilly—1
N. Horllee—2
O. Roberts—1
P. Dunbar—1
P. Wheatley—1
Preston Hollow—2
R. Lee—2
R. Mills—4
Rosemont—1
R. Burleson—1
San Jacinto—1
S. Lanier—1
S. Austin—1
S. Hay—1
Stevens Pk.—1
S. Williams—1
T. Terry—1
T. Edison—1
T. Hassell—1
V. Hexter—1
T. Field—4
Urban Pk.—3
W. Bushman—1
Walnut Hill—1
W. Carrell—1
W. Miller—1
W. Anderson—1
Winnetka—4

DENTON
N. Texas Lab.—4

FORT WORTH
A. Hogg—1
A. McCoy—3
Arlington Hts.—2
Bonnie Brae—3
Carroll Peak—1
Carter Pk.—3
Circle Pk.—1
Como—3
Crestwood—8
Denver Ave.—3
Diamond Hill—1
Dunbar—3
Dunbar Jr.-Sr. High—3
East Handley—3
East Van Zandt—1
G. E. Tandy—3
Glencrest—3
Glenview—3
Greenbriar—1
H. Helbing—3
Hubbard Hts.—3
J. Guinn Elem.—2
J. Guinn Jr. High—3
Kirkpatrick—1
M. Phillips Elem.—3
Mt. Carmel Acad.—2
North Hi Mount—1
North Richland—1
Polytechnic—2
Richland—1
Ridglea Hills—3
Riverside—2
Riverside #75—1
S. Dillow—3
Sagamore Hill—2
St. Alice—1
St. George—3
St. Thomas—3
S. Birdville—1
S. Austin—3
Washington Hts.—1
West Handley—1
Worth Hts.—1
Wycliff Elem.—1

GALVESTON
Travis—2

HOUSTON
A. Hamilton Jr. High—1
B. Grimes—2
Brays Bayou—1
Burbank Jr. High—1
C. Shearn—2
Crockett—1
D. Burnet—2
DeZavala—1
Hartsfield—2
H. DeChaumes—2
H. Longfellow—2
Highland Hts.—2
Hohl—1
J. Henderson—2
J. S. Deady Jr. High—1
Lubbock—1
L. Stevens—2
M. Foster—2
M. Dogan—2
Memorial—1
N. Henderson—1
Oak Forest—1
P. Janowski—2
Roosevelt—2
R. Cage—1
Sherman—2
Southmayd—2
Sunny Side—1
Twenty-Third—1
Wesley—1
W. Rogers—2

LUBBOCK
A. Jackson—1
Atkins Jr. High—1
Bozeman—1
C. Hodges—1
C. Thompson—1
C. Harwell—1
E. Iles—1
F. Wheelock—1
G. Rush—1
G. Hunt—1
G. Bean—1
Guadalupe—1
J. Hutchinson Jr. High—1
K. Carter—1
L. Stubbs—1
M. Dupre—1
Mead General—1
Matthews Jr. High—1
McWhorter—1
Monterey Sr. High—1
N. Wright—1
North Ave. U—1
O. Slaton Jr. High—1
Overton—1
P. Brown—1
P. Dunbar Jr. & Sr. High—1
P. Wheatley—1
R. Bayless—1
R. Wilson—1
S. Arnett—1
L. Sanders—1
T. Lubbock High—4
W. Posey—1
Wolffarth—1

MARSHALL
Pemberton Jr.-Sr. High—3

ORANGE
Wallace High—2

SAN ANTONIO
C. Scheh—1
Huff Ave.—1
Mayfield—1

WICHITA FALLS
Alamo—2
Austin—2
Barwise Jr. High—1
B. Franklin—1
B. Milam—1
Bonham—1
Bowie—2
Crockett—3
Cunningham—2
Fain—2
Fannin—3
Harrell—3
Huey—2
Lamar—2
McGaha—3
Our Lady Queen of Peace—1
Reagan Jr. High—3
Sam Houston—3
San Jacinto Elem.—3
Sheppard AFB Elem.—3
Travis—2
Wichita Falls Sr. High—3
Zundelowitz Jr. High—3

YSLETA
Ascarate—2
Bel Air Jr. High—1
Cadwallader—2
Hacienda Hts.—2
Loma Terrace—2
Marion Manor—2
North Loop—2
Ramona—2
Ranchland Hills—2
Ysleta Elem.—2
Ysleta High—2

Utah

BINGHAM CANYON
Bingham High—1
Bingham Central—1
Copperton—1
Upper Bingham—1

BRIGHAM CITY
Central—1

CEDAR CITY
North Elem.—1
Cedar City West Elem.—1

CEDAR VALLEY
Cedar Valley—2

DRAPER
Draper Pk.—1

GRANGER
Granger Elem.—1

HERRIMAN
Herriman—1

KEARNS
West Kearns Elem.—1

LARK
Lark Elem.—1

LAYTON
Whitesides—1

LEHI
Lehi Jr. High—2

LOGAN
Adams—1
Ellis—1
Wilson—1
Woodruff—4

MIDVALE
Midvale Elem.—2
Midvale Jr. High—2
Union—1

OGDEN
Bonneville—1
F. Roosevelt—1
Grant—3
H. Mann—3
Lewis—1
Lincoln—1
Lynn—3
Madison—2
Pingree—3
Polk—2
Quincy—2
Taylor—1
Wasatch—3
Wilson—1

OREM
Sharon—2

PROVIDENCE
Providence—2

PROVO
Central Utah Vo.—7
Maeser—2
Timpanagas—1

RIVERTON
Riverton—1
S. Jordan—1

ROY
Municipal—1

SALT LAKE CITY
Backman—2
Beacon Hts.—1
Blaine—1
Bonneville—2
Butler—1
Canyon Rim—2
Columbus—2
Curtis—1
Dilworth—1
Douglas—2
Emerson—2
Garfield—2
Glendale Pk.—1
Grand View—2
Hawthorne—2
Highland High—1
Highland Pk.—1
Hillside Jr. High—2
Holladay—2
Irving Jr. High—2
Lafayette—2
Lincoln Elem.—1
Lincoln Jr. High—2
Lowell—2
Morningside—1
Mountview—1
Newman—1
Niblev Pk.—2
Olympus High—1
Oquirrh—2
Redwood—1
Roosevelt Jr. High—1
Rose Pk.—2
Rosslyn Hts.—1
Uintah—2
Webster—2
Whittier—2
W. Penn—1
Wilson—2

SANDY
Crescent—1
Granite—1
Jordan High—1
Midvalley—1
Mt. Jordan Jr. High—1
Sandy—1

SANTAQUIN
Santaquin—1

SPRINGVILLE
Lincoln—1

TABIONA
Tabiona Elem.—1

VERNAL
Central Elem.—1

WEST JORDAN
West Jordan—1

WEST OGDEN
Hopkins Elem.—2

Virginia

ARLINGTON
Barcroft—1
Glencarlyn—1
Gunston Jr. High—1
J. Madison—1
K. Barrett—1
Maury—1
McKinley—1
N. Custis—1
Nottingham—1
P. Henry—1
Swanson Jr. High—1
Stewart-Tuckahoe—1
S. Jackson—1
T. Jefferson Jr. High—1
Yorktown—1

HAMPTON
St. Rose of Lima—1
Sinclair—1

HARRISONBURG
Keister Elem.—3

NEWPORT NEWS
B. Washington—1
J. Marshall—1
J. Daniel—1
Magruder—1
P. Dunbar—2
S. Jackson—1
T. Jefferson—2
W. Reed—1
Wilson—2

RICHMOND
Chimborazo—1
G. Carver—1

WARM SPRINGS
Warm Springs Elem.—2

Washington

CHENEY
Betz Elem.—2
Campus—2

LAKE STEVENS
Mt. Pilchuck Elem.—2

MOUNTLAKE TERRACE
Mountlake Terrace Elem.—1

QUINCY
Pioneer Elem.—1

SEATTLE
B. Gatzert—2
Broadview—2
C. Blaine Jr. High—5
Crown Hill—2
Loyal Hts.—1
Magnolia—11
Maple Leaf—2
Our Lady of Fatima—1

TACOMA
Fawcett—1

YAKIMA
Adams—1
Barge—1
Franklin Jr. High—1
Garfield—1
H. Gilbert—1
Hoover—1
Lincoln—1
Madison—1
McClure—1
McKinley—1
Nob Hill—1
Roosevelt—1
Washington Jr. High—1
Wilson Jr. High—1

West Virginia

CHARLESTON
St. Agnes—1

CLARKSBURG
St. Mary's Elem.—1

PLUTO
Freezeland Mt. Elem.—2

Wisconsin

APPLETON
Columbus—1
BELOIT
Burdge—3
Converse—3
Cunningham—3
Gaston—3
Hackett—3
Lincoln Jr. High—2
Merrill—3
Parker—3
Robinson—3
Royce—3
Strong—3
Todd—3
Waterman—3
Wright—3
DARLINGTON
Holy Rosary—1
FORT ATKINSON
St. Joseph—1
GREEN BAY
Chappell—7
Elmore—7
Fort Howard—7
Franklin Jr. High—7
Green Bay East High—7
Green Bay West High—7
Green Bay School of Vo. and Adult Education—14
Howe—7
Jackson—7
Jefferson—7
Lincoln—7
Nicolet—7
Norwood—7
Roosevelt—7
Tank—7
Washington Jr. High—7
Whitney—7
HIGHLAND
St. Anthony & St. Phillip—1
JANESVILLE
Howarth—1
St. Mary's—1
Washington—1
KENOSHA
Bullamore Forks—1
Columbus—3
Durkee—2
Forest Pk.—1
Frank—3
Grant—3
Lincoln Jr. High—1
Lincoln State Graded—1
McKinley—1
McKinley Jr. High—2
Roosevelt—1
Sunnyside—1
Weiskopf—1
Wilson—1
LAKE NEBAGAMON
Lake Nebagamon—1
MADISON
C. Van Hise—1
Immac. Heart of Mary—1
Madison Pub.—11
Our Lady Queen of Peace—1
St. James—1
MANITOWOC
A. Jackson—5
B. Franklin—5
Cleveland—5
Garfield—5
J. Madison—5
Jefferson—5
J. Adams—5
Lincoln High—5
McKinley—5
Sacred Heart—2
Washington Jr. High—5
Wilson Jr. High—5
MARSHFIELD
Washington Elem.—1
MENASHA
Jefferson—1
MILWAUKEE
Eighty-second St.—1
Elm Dale—1
Elm Lawn—2
Fernwood—1
Fifty-third St.—1
Garden Homes—1
J. Curtin—1
Lee—4
North 66th St.—1
North 68th St.—1
R. LaFollette—1
Thirty-first St.—1
Twenty-first St.—1
MONROE
St. Victor—1
OREGON
Oregon Con.—1
OSHKOSH
Dale—1
E. Cook—3
Franklin—3
Jefferson—3
Lincoln—3
Longfellow—3
Merrill Jr. High and Elem.—3
Oaklawn—3
Read—3
Roosevelt Elem.-Jr. High—3
Smith—3
S. Park—3
Washington—3
W. Stanley Jr. High—3
RACINE
Garfield—2
H. Mitchell—1
Holy Name—1
Howell—2
Janes—1
Jefferson—2
N. Fratt—2
T. Roosevelt—2
Winslow—1
SHEBOYGAN
Franklin—1
J. Madison—1
Jefferson—2
Lincoln—1
Longfellow—2
Lyman—2
Sheridan—1
South Side Jr. High—2
U. S. Grant—2
Washington—2
SHOREWOOD
Shorewood—2
SOUTH MILWAUKEE
Parkway Elem.—1
SPOONER
Spooner City—3
SUPERIOR
Bryant—1
Ericsson—1
STURTEVANT
Burr Oak—1
TWO RIVERS
Koenig Elem.—1
WATERTOWN
St. Bernard—1
WAUPACA
Waupaca Pub.—3
WAUSAU
Franklin—3
G. Jones—1
Grant—3
J. Marshall—2
Lincoln—3
Wausau Jr. High—3
Wausau Vo. and Adult—1
WAUWATOSA
Wauwatosa High—1
WEST ALLIS
Gen. Mitchell—1
Lane—1
Longfellow—5
Wilson—5
WEST DePERE
West DePere Pub.—2
WHITEHALL
Whitehall Memorial—4

Wyoming

CHEYENNE
Alta Vista—3
RELIANCE
Reliance & Stansbury School Systems—3

Boy Scouts to Ring 40 Million Doorbells October 11

BE HOME on Saturday, October 11!

And if a Boy Scout steps up to your door on that day and rings the bell, please answer it. He'll be giving you some important information—information that some day might save your life!

The boy will be one of a great multitude of Scouts who on that day will be operating in the biggest joint project the Boy Scouts have ever undertaken—the distribution of some 40 million handbooks on disaster preparedness to every home in America. This is the first time the Boy Scouts of America, in every hamlet, county and city of the United States, will be working on the same project, and the project is worth the tremendous scope of the operation. It is vital to the education of every citizen on his preparedness in the event of natural or man-made disaster.

The boys will be distributing a pamphlet entitled *Handbook for Emergencies.* The pamphlet has been prepared by the Office of Defense and Civilian Mobilization (Civil Defense) as a guide to families on how to act in a disaster. Simply and clearly written with many illustrations, the booklet tells what to do in preventing fire; flood, hurricane and tornado preparation; administering emergency first aid; warning of nuclear attack; protection from fall-out; contact with *Conelrad;* evacuation and shelter. A check list determines if a family is ready for an emergency.

The mammoth safety program is being carried out as one of the observances of the National Safety Good Turn, year-long program currently being carried on by the Scouts. Specifically, it is the highlight of the third phase of the Good Turn, which is concentrating on home safety.

Basic thought behind the campaign is: if U. S. families are prepared for any disaster emergency, they'll know how to take care of themselves in an extensive national emergency. Disaster preparations are equally applicable under any condition.

The *Handbook for Emergencies* will be handed personally by every Boy Scout to the householder who answers the door. Upon its distribution, the booklet will become the official Boy Scout handbook on disaster preparedness.

School people who want a supply of the booklets can write to their local Civil Defense office or the Office of Civilian and Defense Mobilization in Battle Creek, Michigan.

And answer your doorbell when the Boy Scout comes to call on October 11. If you're not there, he won't leave the book in your mailbox●

Various leaf features used in describing poison-ivy and poison-sumac are pictured: (above) the toothed, (left to right) the ovate, the oval, elliptical and oblong. Leaves of the same type are arranged alternately on the twig.

safety education

data sheet no. 8

(revised)

Poisonous Plants

General

1. There are more than 60 varieties of plants in the United States which may cause irritation to the skin. Most persons are immune to the effects of the majority of these plants, but nearly every person who touches poison-ivy, poison-oak or poison-sumac is affected to some degree. The number of cases of irritation which are due to the poison of these plants is not known. Some persons are extremely resistant to the irritation caused by these plants, but this resistance is not an immunity and is apt to vary from time to time.

The Plants

2. Poison-ivy, poison-oak and poison-sumac all are poisonous to bruise, and all have fruit that is greenish white in color and arranged in grapelike clusters. The toxic material is similar in each plant and consists of a resinous alkaloid.

3. *Poison-Ivy* is a plant which is either a low shrub or a climbing or creeping vine. The plant leaves, which may be notched or smooth, are arranged in groups of three on short stalks of unequal length. The leaves are shiny, dark green in summer and brilliant orange or scarlet in the fall. In May and June, there are tiny white flowers clustered at the base of the leaves. These flowers develop into "berries" which are green when immature and which turn waxy white when they mature in the fall. The plant may be found in the woods or in the open, in dry or moist locations, along fence rows, paths, roadways, and climbing trees and posts, or in places where birds roost. Poison-ivy is very widely distributed—it is found in every state of the union, with the exception of California and Nevada.

4. *Poison-Oak* is similar to poison-ivy and should not be confused with the many non-poisonous oak trees. Poison-oak is usually a shrub but may become a vine in a suitable environment. The leaflets of poison-oak resemble small oak leaves. They occur in groups of three, are somewhat hairy and are deeply lobed. The eastern poison-oak is generally found south of a line connecting southern New Jersey to Tennessee and extending as far west as Missouri. It

(Continued on next page)

NATIONAL SAFETY COUNCIL
425 N. MICHIGAN AVE., CHICAGO 11, ILL.
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is distributed as far south as the Gulf of Mexico. The western poison-oak is found in California, Oregon and Washington. The growing locations of both plants are similar to those of poison-ivy—they seldom appear in cultivated areas. The fruit is a whitish, waxlike "berry" similar to that of poison ivy.

5. *Poison-Sumac,* also known as poison-ash, poison-dogwood, poison-elder and thunderwood, is a shrub, but it may occasionally be found as a tree which reaches a height of from 20 to 30 feet. The sharply pointed, smooth and oily leaflets are similar to those of the ash tree or elderbush. They are arranged in pairs of from 7 to 13 with a single leaflet at the end of the reddish stem. The poisonous sumac can be distinguished from the non-poisonous by the color of the fruit. Common sumac has reddish, hairy "berries." The poisonous sumac has smooth, cream-colored "berries" growing in loose clusters along the *side* of the branch or stem. Poison sumac grows in swamps from Maine west to New Hampshire and south to Florida and Texas. In spite of its wide distribution, it is seldom seen because the growth is usually limited to swampy areas.

Circumstances

6. The poisonous substance of these plants is non-volatile. It is known that the same substance is found in all of this group of plants. Therefore, the term "ivy poisoning" is used to refer to the skin irritation resulting from contact with any of these plants.

7. Ivy poisoning is most common during the summer months when people are out of doors; however, it may occur at any time of the year. The poison is found in all parts of the plant, and contact with any part of the plant, whether during the summer months when rapid growth is occurring, or during the winter when the plant is relatively inactive, may result in ivy poisoning.

8. It is not necessary that a person come in direct contact with the plant to get ivy poisoning. Pets may spread ivy poisoning by rubbing against the plant and getting the poison substance on their hair. Indirect contact is often enough to cause ivy poisoning. Occasionally, the poison has been transmitted from one person to another through bodily contact or by contact with clothing which has rubbed across the plants. Shoes are especially suspect, and may retain the active poison for a year or longer. Some cases have been reported in which garage men contracted the dermatitis from working on a car which had been driven through areas where the poisonous plants were growing. The poison may also be spread from the original point of contact on the body by scratching or rubbing.

9. The fluid in the blisters, which appear in the later stage of ivy poisoning, does not contain the poison and, therefore, breaking the blisters does not spread the irritation.

Prevention

10. The best means of preventing ivy poisoning is to learn to recognize the plants that cause it and to stay away from them.

11. The poison is rapidly absorbed and fixed in the skin so that it cannot be removed. When a person knows that he has brushed against or burned one of these poisonous plants, it is recommended that he *immediately* wash the affected area with a thick lather of soap and water. Do not use a brush or other rough material which may scratch the skin. This may be followed by sponging with alcohol. This procedure may prevent skin inflammation in those who are less sensitive to ivy poison.

12. When a person knows that he is going into an area where he is likely to come in contact with these plants, as much of the body as possible should be covered. Long sleeves tucked into heavy leather gauntlet gloves, slacks or trousers tucked in boots or leggings, shirt collar turned up or a scarf tied around the neck will help to prevent contact with the plants. Particular care should be taken not to touch the gloves or clothing, since the irritating oils have been known to remain on clothing for as long as a year. Clothing should be dry-cleaned because soap and water are not always effective in removing the poison. The person doing the dry cleaning should be warned that the clothes have been exposed to poisonous plants.

13. Attempts to prevent poison ivy irritation involve covering skin that may be exposed with such mechanical barriers as silicone creams or occlusive ointments, or inactivating agents such as zirconium or sodium perborate in a cream or ointment. These are very temporary and of doubtful value.

14. Spraying with herbicides such as 2,4-D and 2,4,5-T, or a combination of the two, is the most effective means of eradicating these plants. Ammonium sulfamate is also effective. One application seldom will destroy all plants, since some re-sprouting usually occurs, and

repeat spraying may be necessary. While plants may be sprayed at any time they are fully leaved, results generally are most satisfactory when applications are made in June or July. Manufacturer's instructions and precautions should always be observed for maximum effectiveness and safety.

15. A less effective means of eradicating the poisonous plants is to grub them out. The ground must be gone over repeatedly to get all the long, vine-like roots and tendrils. Stems of plants growing up trunks of trees or poles should be chopped through at the base and then stripped. All the debris may be disposed of by burning, but the worker should take particular caution not to stand in the smoke, even momentarily, since the poisoning may be contracted in this way.

16. The belief that protection is afforded against poison-ivy by eating the plant leaves is dangerous. Fatalities have resulted from this practice. There is evidence to show that intramuscular injections or oral use of small, carefully measured doses of extracts of ivy have increased tolerance to it in some individuals, though this treatment is not universally dependable or accepted.

17. Persons who are extremely sensitive to ivy poisoning and whose employment brings them in contact with poison ivy plants should consult their physician for whatever help is available. Persons who develop more than minor areas of ivy dermatitis should be under medical care.

Sources

18. Names of companies manufacturing and selling poison-ivy extracts and protective creams are on file in the Library of the National Safety Council, Chicago, Illinois.

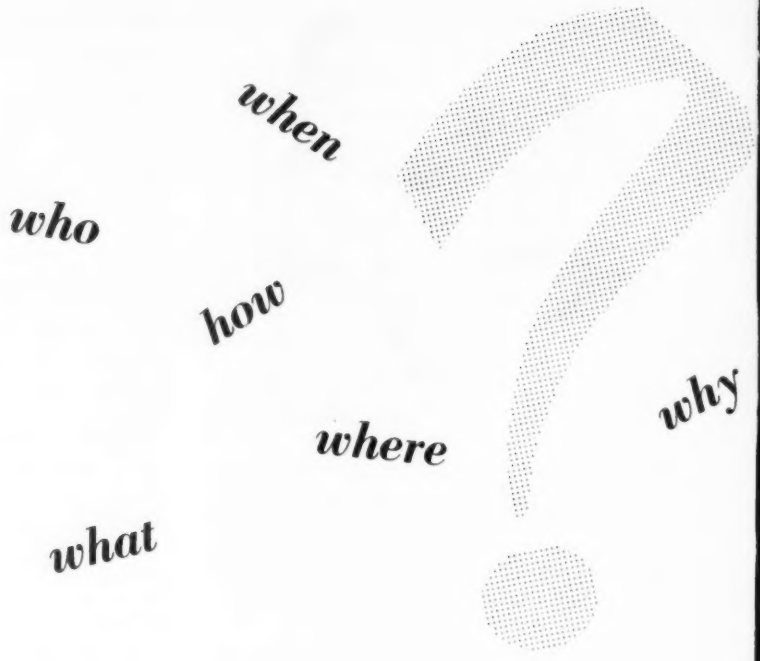
19. POISON IVY, POISON OAK AND POISON SUMAC. *Industrial Data Sheet No. D304 (D-Gen. 17)*. Chicago, Illinois: National Safety Council.

20. SAFETY INSTRUCTION CARDS. Chicago, Illinois: National Safety Council. *Poison Ivy*—No. 30; *Poison Oak—Poison Sumac*—No. 64; *Poison Ivy Eradication* —No. 414.

Safety Education Data Sheets available are:

(1) Bicycles
(2) Matches
(3) Firearms, Rev.
(4) Toys and Play Equipment
(5) Falls
(6) Cutting Implements
(7) Lifting, Carrying and Lowering
(8) Poisonous Plants (Rev.)
(9) Electric Equipment
(10) Pedestrian Safety
(11) School Buses—Administrative Problems (Rev.)
(12) Flammable Liquids in the Home
(13) Passenger Safety in Public Carriers
(14) Chemicals
(15) Hand Tools
(16) Nonelectric Household Equipment
(17) Sidewalk Vehicles
(18) Camping
(19) Alcohol and Traffic Accidents
(20) Cooking and Illuminating Gas
(21) Solid and Liquid Poisons
(22) Safety in the Gymnasium (Rev.)
(23) Laboratory Glassware
(24) Places of Public Assembly
(25) Fireworks and Blasting Caps
(26) Domestic Animals
(27) Swimming
(28) Small Craft
(29) Play Areas
(30) Winter Driving
(31) Night Driving
(32) Winter Sports
(33) Traffic Control Devices
(34) Safe Conduct in Electrical Storms
(35) Poisonous Reptiles
(36) Motor-Driven Cycles
(37) Animals in the Classroom
(38) Railroad Trespassing
(39) Bad Weather: Hazards, Precautions, Results
(40) School Parties
(41) Home Workshops
(42) Horseback Riding
(43) Hiking and Climbing
(44) Hook and Line Fishing
(45) Summer Jobs—Farm
(46) Safety in the Wood Shop
(47) School Fires
(48) Unauthorized Play Spaces
(49) Bathroom Hazards
(50) Safety in the General Metals Shop
(51) Safety in Pupil Excursions
(52) Highway Driving, Rules, Precautions
(53) Safety in the Machine Shop (Rev.)
(54) Summer Jobs: laborers, home yard, service-stations
(55) Motor-Vehicle SPEED
(56) Welding and Cutting Safely
(57) Safety in the Auto Shop (Rev.)
(58) Winter Walking
(59) Safety in the High School Chemistry Laboratory
(60) Safety in the Farm Mechanics Shop
(61) Floors in the Home
(62) Hazards of Discarded Iceboxes and Refrigerators
(63) School Bus Safety: Educating Pupil Passengers
(64) Safety in the Graphic Arts Shop
(65) Safety in Part-Time Jobs: Food Handling
(66) Baby Sitting
(67) School Dramatic Productions
(68) Safety in "Do-It-Yourself"
(69) Playground Apparatus
(70) Safety with Kites and Model Airplanes
(71) Safety in Sports: Baseball
(72) Safety in Sports: Football
(73) School Bus Safety: Operating Practices
(74) Playground Surfacing
(75) Safety in Sports: General Practices
(76) Safety in Bad Weather Conditions
(77) Safety in Sports: Basketball
(78) Safety for Amateur Electricians
(79) Coordinating Safety in Industrial and Vocational Education Programs
(80) Counselors and Helpers in Summer Camps
(81) Gun Clubs: Their Organization and Activities
(82) Office Safety
(83) Safety in the Sheet Metal Shop
(84) Skiing Safety
(85) Safety in the School Lunch Room
(86) Cigarette Fire Hazards
(87) Safety in the Electrical Shop

Data sheets from SAFETY EDUCATION are available for a small fee from the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Bound volumes of the data sheets may be purchased from the Council at $3.89 each for one to nine copies.



Results of a survey on accidents in 92 New York state elementary schools gave revealing clues to the directions safety programs, personnel policies should take for greatest safety in the future . . .

ACCIDENTS in the Physical Education Program. The intermediate grades had the highest accident rate in the physical education class instruction program. The fifth grade was worst, with 7.5 accidents per 100,000 exposures. The sixth grade ranked second with an accident rate of 7.3 per 100,000 exposures. Next came the fourth grade, with 3.2 accidents per 100,000 exposures.

Excluding the special class pupils, the kindergarten had the lowest accident rate of .5 per 100,000 exposures. The fifth grade's high accident rate came in games activities, rhythms and dance, and stunts and tumbling. Gymnasium apparatus and body mechanics were the nemesis of the sixth grade, causing the highest accident rate there.

Wrestling, specifically, had the highest accident rate, with two accidents in 532 exposures or a projected rate of approximately 376 accidents per 100,000 exposures in all the elementary grades.

In the general categories of the physical education class instruction program, the activity of games had the highest accident rate, with 4.7 accidents per 100,000 exposures. This was followed in order by stunts and tumbling, gymnasium apparatus, rhythms and dance, and body mechanics. Swimming, with no accidents reported for 1,813 exposures, had the lowest accident rate of the general categories.

Activity on gymnasium apparatus had the highest accident rate in kindergarten, second grade and sixth grade. Games had the highest accident rate in first and fourth grades. Stunts and tumbling caused most accidents in third grade and fifth grade.

None of the physically or mentally handicapped children were involved in an accident during the class instruction physical education program. The total number of exposures for this group in all physical education activities was 20,364.

The extra-mural activities had the highest accident rate, with one accident in 5,327 exposures or a projected rate of 18.8 accidents in every 100,000 exposures. Class instruction activities ranked second with 2.8 accidents per 100,000 exposures, followed by the intra-mural activities, with less than one accident per 100,000 exposures.

It appears that most of the physical education class activities in elementary schools are not hazardous, and that schools are providing a safe physical education program. The only activity that seems to be hazardous for elementary school pupils is the specific activity of wrestling. Although there were only 5,327 exposures to the extra-mural activities, this part of the program appears to be much more hazardous than the class instruction program and the intra-mural program.

SECOND PART OF TWO

. . . are the Accidents Happening?

By Gerald J. Hase
Supervisor of Physical Education, Recreation
New York State Education Department

Accidents on the Playground Apparatus. The fourth grade had the highest accident rate on the playground apparatus, with 2.9 accidents per 100,000 exposures. Lowest accident rates were in fifth and sixth grades. The climbing structure, the giant stride and the swing and teeter were the most dangerous pieces of apparatus for the fourth grade. The hanging ladder was the nemesis of the second grade. The fifth grade had the highest accident rate on the merry-go-round. The kindergarten had the highest accident rate on the slide.

The giant stride had the highest accident rate, with three accidents in 3,020 exposures, or a projected rate of 99.3 accidents per 100,000 exposures. Next came the teeter, with two accidents per 100,000 exposures. This was followed by the climbing structure, slide and swing with 1.9 accidents per 100,000 exposures for each one. The hanging bar was the least dangerous, with no accidents reported in 199,104 exposures.

Recreational apparatus—including the teeter, slide, swing and merry-go-round—reported 41 accidents with 2,305,174 exposures, or a rate of 1.8 accidents per 100,000 exposures. The developmental apparatus—including the climbing structure, rings, hanging ladder and hanging bar—reported 15 accidents with 1,078,437 exposures, or a rate of 1.4 accidents per 100,000 exposures.

Most accidents in the third and fourth grades were caused by the giant stride. The rings were the most dangerous for the second grade. In the first grade, the teeter caused the most accidents. The slide had the highest accident rate in the kindergarten. On the merry-go-round and slide, accidents happened only to fifth graders. The sixth graders had trouble only on the swing.

It appears that the use of all of the playground apparatus, except the giant stride, is relatively safe. The developmental apparatus, such as the climbing structure, rings, hanging ladder and hanging bar had a lower accident rate than recreational apparatus like the teeter, slide, swing and merry-go-round. It seems that fifth and sixth grade pupils are not as interested in using playground apparatus as are those children in kindergarten through fourth grade.

Contributing Factors Related to Accidents. The schools that housed both elementary and secondary grade pupils in the same building had the highest accident rate, with nine accidents per 100,000 exposures.

Schools that housed pupils in both primary and intermediate grades had the next highest accident rate. Schools housing only primary grade pupils had the lowest accident rate.

Schools that had six or more acres per 100 pupils had the highest accident rate, with 18.8 accidents per 100,000 exposures. Schools that were located on sites up to 1.9 acres had the lowest accident rate.

Schools with teachers who had an average of four years' teaching experience had the highest accident rate, with 19.5 accidents per 100,000 exposures.

Schools that used classroom teachers and physical education teachers to supervise noon-hour activities had the highest accident record. This was followed, in order, by the schools that used physical education teachers solely and

(Continued on page 42)

RECOMMENDATIONS

The following recommendations are based on the analysis of the data returned by the cooperating schools. It is hoped that this information will assist school districts in formulating safety policies for their elementary schools.

1. New schools for elementary pupils should be constructed to house only elementary grade pupils.
2. Schools should employ only certified personnel for the teaching or supervising of any activity.
3. During free play periods, the number of pupils in any one area should be restricted and carefully supervised.
4. New elementary schools should be planned to be built on one floor only.
5. Elementary classroom teachers should do a more thorough job of supervising stairways and better teaching of the correct use of stairways.
6. Primary grade units in new elementary schools should be planned with toilet facilities adjacent to classrooms.
7. Elementary classroom teachers should do a more thorough job of supervising toilet facilities and better teaching of the correct use of toilet facilities.
8. The number of pupils participating in a physical education class should be the same as the number accepted as being desirable for a regular classroom unit.
9. Teachers should make sure they teach elementary school children how to use equipment and supplies safely.
10. All playground apparatus should have some resilient material, such as sand, underneath it.
11. All areas where noon-hour activities are offered should be properly supervised.
12. The noon-hour program in elementary schools should consist of directed organized play or organized free play or both.
13. Elementary schools should consider the desirability of employing additional certified personnel who are not regular teaching staff members to handle the noon-hour activity program.
14. A similar study should be made analyzing the accidents that occur in the junior and senior high school grades.
15. A study should be made to determine the nature, frequency and contributing factors of accidents that occur in school transportation.
16. A controlled study should be made in junior high school grades to determine the nature, frequency and contributing factors of accidents occurring in the intra-mural and extra-mural programs.

Where are the Accidents Happening?

(Continued from page 41)

classroom teachers solely, or all teachers. The six schools that used a principal, head teacher or other special teacher to supervise noon-hour activities had the lowest accident rates. These special teachers were, in some instances, certified teachers who were not regular teaching staff members but were hired only for noon-hour supervision.

The schools that used five areas for noon-hour activities had the highest accident rate. This was followed, in order, by the schools that

used four areas, three areas, one area and two areas. However, this does not indicate that having only a few play areas would be desirable. Almost eight per cent of the total accidents occurred when there was no one supervising. Also, it was found that approximately 38 per cent of the accidents occurred when the group of exposed children numbered 46 and up. It may be that schools having several areas available for the noon-hour program are not providing adequate supervision.

Thirty-two schools offered two or more activities during the noon hour. Those schools that had unorganized play and organized free play for noon-hour activities had the highest accident rate. Schools which had organized free play and directed organized play had the lowest accident rate.

Forty-eight schools offered only one type of activity during the noon-hour program. Those schools which had unorganized play for the noon-hour had the highest accident rate. Again, the schools that provided directed organized play at noon had the lowest accident rate.

Dirt under playground apparatus caused the highest accident rate from falling. Schools that put sand under their playground apparatus had the lowest rate for accidents caused by falling. Schools that had asphalt surfacing *or* dirt under their playground apparatus had the highest rate for *all* types of accidents, while those that provided sand under playground apparatus had the lowest rate for *all* types of accidents.

When physical education teachers taught physical education and the class room teachers observed, there was the highest accident rate. When classroom teachers taught physical education alone, the accident rate was lowest. This may be due to the difference in class sizes or the nature of different types of activities taught by classroom teachers and physical education teachers.

It appears that the schools housing only primary grade pupils were the safest. The number of acres on a school site doesn't seem to have any relationship to the number of accidents reported by the schools. Number of years' teaching experience did not seem to have any relationship to the number of accidents reported by the schools.

Schools which used a principal, a head teacher or other special teacher to supervise noon-hour activities had the fewest accidents.

When noon-hour play is directed and organized, there are the least accidents. Sand appears to be the most desirable surfacing under playground equipment●

Safety through the supervisory force . . .

By RUSSELL DeREAMER, The General Electric Company, New York. Consultant, Personnel Practices; formerly, Manager, Safety Services.

Presents a comprehensive and integrated coverage of several newly developed and tested accident prevention principles and methods. The relationships between safety and good management practices and safety and human relations are stressed. The author emphasizes the need for giving supervisors full responsibility for safety in their areas. He examines the ways safety engineers can help the supervisor meet this responsibility. Facts and fiction concerning the accident prone theory are examined, and new material is presented on the use of total-injury frequency rates in measuring supervisory safety performance.

Some special features . . .

- discusses means of enforcing safety rules and taking corrective action
- diagrams the anatomy of an accident
- examines the effectiveness of safety committees and safety communication
- suggests ways of controlling industrial noise, radiation, and electrical hazards
- includes Appendix which contains a complete safety program

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VIEWS and REVIEWS

New Books

Better Driving, by Pepyne, Mann and Hartsell. Englewood Cliffs, N. J.: Prentice-Hall, Inc. 1958. 130 pages. $1.60.

Review by August Lamar, driver education instructor, Webster Groves High School, Webster Groves, Missouri.

People in the field of safety education will find *Better Driving* an excellent reference book. It is written in a concise manner and contains many illustrations.

The subject matter is grouped into eight categories. Teachers of driver education will find much material to supplement their classroom work. Case histories presented will be especially interesting to and thought-provoking for the high school student.

The book is well-written and stresses constantly the improvement of driver attitudes. It lacks too many basic fundamentals of driving techniques and student projects to be considered as a high school text, but it can be used in adult programs and is worthwhile reading for any driver wishing to improve his understanding of traffic and safety problems.

for

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F.E.M.A. Handbook of Safety Codes. Pittsburgh, Pa.: Fire Equipment Manufacturers' Association, Inc., One Gateway Center. 8½x11 inches. 42 pages. Free.

Written for those concerned with the "purchase, use, inspection and maintenance of fire extinguishing equipment," the new F.E.M.A. *Handbook* outlines the various procedures for maintaining, protecting, recharging and inspecting fire extinguishing equipment commonly used throughout the safety field.

The brochure presents both mandatory and recommended procedures to be followed to assure long life and efficient service from portable fire extinguishers, carbon dioxide systems, standpipe and inside hose systems and fixed foam systems.

The literature is available at no cost from the publisher.

NEA Research Bulletin, Vol. 36, No. 2, April, 1958. Single copy, 88c each. Washington, D. C.: National Education Association.

This issue of the *Research Bulletin* contains several sections which are of particular interest to safety educators.

A study of elementary school class size indicates that over-crowding is still a serious problem at the elementary school level. Not only may over-crowding in itself lead to accidents, but some of the solutions, such as double shifts, may release the child from supervision during hours at which normal supervision is not provided and when many situations carry a high accident-potential. Also, the to-and-from school hours may come at times when the usual protective procedures are not available. Further, the actual teaching of safety and, even more important, the individual attention which leads to personal security may be lacking in overcrowded conditions.

Two sections deal with, among other cases, pupil injury cases which have reached the courts.

Review by Vivian Weedon, Curriculum Consultant, School and College Division, National Safety Council.

OCTOBER 1958

LOWER ELEMENTARY SAFETY LESSON

S-1379-A

OCTOBER

October is a wonderful month.
We have fun in the leaves.
We have jack-o-lanterns.
We have fun at Halloween.
Let's see how we can have fun and still not get hurt.

Halloween Fun

Be careful when you carve your jack-o-lantern.
Have mother or daddy help.
Carry your mask when you walk.
Walk slowly. Be very careful.

This is a sad face. Someone forgot the safety rules.

This is a happy face. Everyone was safe.

Burning Leaves

Keep your fire small or burn in a container.
Have father or mother near.
Don't play in leaves in the street.

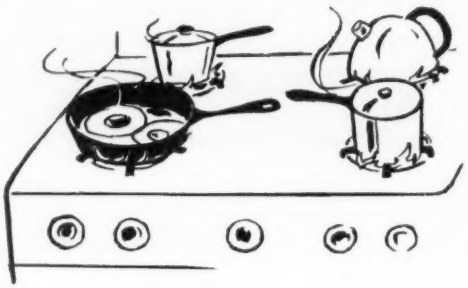
Get some drawing paper.
Take out your crayons.
Make some Fall Safety pictures.

Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; minimum order ten copies. Lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Illinois, past general chairman, Elementary School Section, National Safety Council.

Fire Prevention

Fire can help us.
It keeps us warm in winter.
It cooks our food.
It makes engines go.
But it can hurt us.
So we must be careful of it.



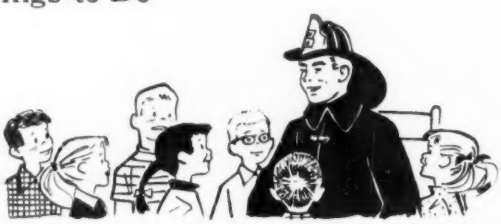
October has Fire Prevention Week. The firemen visit our schools. They tell us about fire safety. They watch our fire drills.

Here is what we can do to help:

1. Light matches only if our parents tell us when and how.
2. Help keep matches away from younger children.
3. Be especially careful around bonfires.

Some Things to Do

Visit the fire hall.
Talk with the firemen.
Learn how to report a fire.
Practice fire drill at school.



Would you like to be a Junior Fireman?
Learn the rules of fire safety.
Watch for things that might cause a fire.
Report them to an adult.
Your city fire marshal may give you a hat or badge.
This will show you are a Junior Fireman.

Suggestion: Take this home and show Daddy and Mother what you have learned.

UPPER ELEMENTARY

OCTOBER 1958 **SAFETY LESSON**

S-1379-A

A Halloween Story

A Gremlin

October is the month for Halloween Goblins. Little Orphan Annie once said, "The Goblins will get you if you don't watch out!" But nowadays, it is Gremlins. They watch us from their hiding places. They try to make the knife slip when we carve our jack-o-lanterns. They put out things for us to trip over in the dark. They love the excitement of Halloween, for then boys and girls do things without thinking.

Gremlins plant ideas in our heads. They hope we will wear masks that cover the face. Then we will surely trip and fall or even walk into the path of a passing car. They make us carry sharp sticks with our costumes so that we can hurt ourselves or others. When we do have a Halloween accident, they laugh gleefully. That is just what they wanted.

Things to Do

1. Discuss how to prevent the usual kind of Halloween accidents.
2. Make a list of suggestions for preventing Halloween accidents.
3. Make posters showing how to beat the "gremlins."
4. Find out where you can get flameproof material for costumes.
5. Tell how we can avoid traffic accidents when we wear our Halloween costumes.

Of course, this story is not really true. But it sometimes seems as though gremlins did exist at Halloween time. There are more accidents. It is a *very* exciting time. Sometimes boys and girls do thoughtless things. Accidents are often caused by:

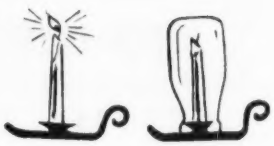
- Carving pumpkins
- Excitement
- Darkness
- Going about in costume
  - Mask
  - Swords
  - Guns
- Using candles in jack-o-lanterns.

Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; minimum order ten copies. Lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by James Mann, Principal, Hubbard Woods School, Winnetka, Illinois, past general chairman, Elementary School Section, National Safety Council.

Science and Fire Prevention

An Experiment to Do



Light a candle.
Let it burn for a while.
Cover it with a jar upside down.
Can you tell why the flame died out after a bit?

Three things are needed to make a fire:

1. *Fuel* *(Things that burn)*	2. *Oxygen* *(This comes from the air)*	3. *Heat* *(To ignite)*
Cloth		Match
Wood		Lighted candle
Paper		Light bulb
Trash		Flame on stove
Leaves		Electric spark*
Oil		
Grease		
Wax		

How Fires Start (heat igniting fuel)

Tossing lighted matches into leaves, grass, etc.
Burning leaves or trash too near a building or hedge.
Frayed cords on light fixtures.
Candles that flare up or spill over.
Putting paper around light fixtures.
Overheated furnace pipes near paper or wood.
Putting hot electric iron on table or ironing board.
Getting too near a trash fire, fireplace or electric heater.

How to Prevent Fires

Avoid getting fuel, oxygen and heat together unless you want the fuel to burn.

How to Stop Fires (reduce heat or take away oxygen)

Close doors or cover containers where there is flame.

Paper or trash in yard	hose with water.
Fire in grass	beat with wet cloth or broom.
Fire in room or closet	water with hose or bucket. Keep windows, doors closed.
Grease in pan on stove	Smother with flour, baking soda or salt.
In clothing or hair	Wrap in coat, rug or blanket. Roll on ground.

Junior Firemen

Would you like to be a Junior Fireman?
Study the science of fire above.
Discuss how this could apply to you.
Ask your local fire marshal for some Home Fire Safety Check Lists.** Each of you take one home and go over your house with Daddy or Mother. Help make any changes needed for better safety.

**Note to teacher: If your class is sufficiently advanced, you may want to include spontaneous ignition as a source of heat.*
***Or write to the National Board of Fire Underwriters for copies.*

OCTOBER 1958

JUNIOR HIGH SCHOOL SAFETY LESSON

S-1380-A

Fire

Fire and Waste

According to National Fire Protection Association reports, the following statements summarize the fire problem:

As many as 11,000 people died in 1956, their deaths associated in some way with fires. (According to the National Office of Vital Statistics, 6,500 people die from fire burns and other injuries directly associated with fires.)

Every day there are about 700 home fires, 130 store fires, 100 factory fires, 7 church fires, 7 school fires and 3 hospital fires.

More than half of the people killed in fires are women and children.

Fires kill more than 10 children every day.

In 1956, approximately 34,500 fires costing almost $16,000,000 were caused by children playing with matches. More than 95 fires a day are the result of this cause.

There are 656,722,000 acres of forest land in the United States. Fire consumes 10,000,000 acres annually—equal to the land area of the New England States.

There are about 2,400 school fires each year—or about seven per day.

What can you do to solve this problem? How can you help cut down on the waste and terror of uncontrolled fire?

Can You Tame That Flame?

The Science Lab and Fire

One of the main causes of fire is the popular assumption that a flame is necessary to start a fire. *With the aid of your science teacher,* demonstrate the following means of starting fires:

1. *By friction.* The Boy Scout method can be used—that of rubbing or turning rapidly a piece of hard wood against soft wood. This action will produce an ignition temperature.

2. *By radiation.* Hold a double convex lens so that the sun's ray will shine through it. Show how a piece of paper will ignite in a short time.

3. *By chemical action.* Sulphuric acid put in water will produce heat. Your teacher can advise you on other chemical formulas that produce combustion.

4. *By spontaneous ignition.* Put some wet, green, fresh vegetation in a closed glass container overnight. The heat produced will be evident the next day. Oily rags—or paint-soaked rags—would produce more spectacular results but would be too dangerous.

5. *By conduction.* Place one end of a copper rod in a Bunsen Burner flame, and the other end in a wad of rags which are in a metal container. Ignition of the rags will result in a short time.

6. *By percussion.* Detonate a cap in the presence of flammable fumes.

(Please turn the page)

Published by the National Safety Council, 425 No. Michigan Ave., Chicago 11, Ill. Price: three cents each for ten to 99 copies; minimum order ten copies. Lower prices for larger quantities. For information, write the Council, Membership Department.

Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, University of Florida, Gainesville, Florida.

Now ask each person in class to write down one way a fire could start—at home, in the woods, or in school—for each of the six ways listed on the preceding page. For example, for number four, "Storing oily rags in a closed closet is a fire hazard."

Appoint a committee of three to read the papers, edit the work and weed out duplications.

Prepare a final list of practical examples under each of the headings. Develop a series of six posters with an eye-catching drawing for each method by which a fire can start. List the practical examples on each of the appropriate posters. Hang the posters in appropriate places throughout the school.

Inspect Your School

Here is a project that will give you a chance to make two inspections in one. First, a chance to inspect safety measures for fire prevention in your school. Second, a chance to inspect your own ability to read, write and discuss.

A. Divide the class into committees, assigning two or three students to a committee. Assign each committee to check on one of the following items until all items have been checked. Be sure to write down evidence for the answer given to each item.

1. Is the fire alarm system in working order, with instructions clearly indicated?

2. Is all trash in proper containers, and is it regularly and safely taken away?

3. Do all doors swing *outward* easily?

4. Are all corridors and exits free from obstructions?

5. Are fire extinguishers placed in proper locations, not more than 100 feet between each one, and are instructions for using clearly indicated? How recently have they been inspected —within a year?

6. Where are fire hoses located, and are there inspection tags on them to indicate they are in good working order?

7. If the building is more than one story, are the fire escapes in good condition?

8. Are safety features provided in the boiler room—is the room clean?

9. Are monthly fire drills held, and are they executed smoothly?

10. Are cleaning fluids, oil, paint, and similar material stored properly, and are they kept covered?

B. Appoint a discussion leader to ask for reports from all committees. Have a recorder write down on the board any discrepancies noted by any committee.

C. Appoint an editorial committee to write a report to the principal pointing out the following:

1. Items inspected.
2. Discrepancies noted.
3. If no discrepancies are found, so state in the report.

D. Read the final draft to the entire class for any suggested changes, and then send the final copy to the principal.

A Word About Halloween

This is the month when "goblins" appear, and ghosts walk. Make sure that the goblins and ghosts are make-believe—not real. Don't be

"haunted" the rest of your life by the memory of a prank that backfired and injured someone. Play it safe. Have your Halloween fun—but keep it sane.

The modern meaning of "bonfire" is a fire for celebrating—a *joyous* event.

The original word during the Middle Ages, was "bonefire," which meant burning the dead for sanitary purposes—a sorrowful event.

Let's Be Modern!

S-1380-A

OCTOBER 1958

SENIOR HIGH SCHOOL SAFETY LESSON

Fire

How Important Is Fire Prevention?

Most of us agree that good health is important. We don't, however, actually *feel* the importance of good health until we have suffered a severe illness. Yet this is a costly way to learn something.

We all agree that "untamed" fire is dangerous —*BUT*—how many of us actually *feel* the importance of fire safety? *Perhaps you can more readily realize the importance in this area by attempting to answer the following questions. See how close you can come to the correct answers.* (All questions refer to the United States.)

1. How many "untamed" fires occurred in 1956? _____

2. How many people died in fires in 1956? _____

3. How many people were injured in fires that year? _____

4. What was the cost (in terms of material destroyed) of fires in 1956? _____

5. On the average, how many homes are destroyed or partially destroyed by fire each day? _____

6. Approximately how many acres of woodland are destroyed each year by fire? _____

7. What is the major cause of "untamed" fires? _____

Answers: (1) 1,200,000; (2) 6,405; (3) Approximately 900,000; (4) $1,023,000,000; (5) 1,570; (6) 10 million; (7) Carelessness.

Don't learn the importance of fire prevention the hard way—by having a fire. Start *now* to plan for more fire safety.

Applying "Social Studies"

Some students think of "social studies" as courses dealing solely with history and federal or state governments. There are, however, other important phases. For example, the building code of your state and city includes many safety features in regard to fire prevention. Increase your knowledge of fire safety and social studies by selecting one of the following topics for a written report. (A suggested outline for your paper follows the list of topics.)

1. What fire safety measures are included in the building code for private dwellings?

2. What fire safety provisions are included in the building code for public schools?

3. What effect do fire safety provisions have on insurance rates for private dwellings?

4. What kind of fire prevention and fire-fighting program is offered by your community?

5. What do school laws provide for in regard to fire safety in public schools—other than building code regulations?

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Prepared by Dr. Vincent McGuire, Associate Professor, Secondary Education, Department of Education, University of Florida, Gainesville, Florida.

Suggested Outline

A. *Introduction.* State your problem. Specifically state what you are going to present and indicate the limitations (local, county, state) of your study. Define technical terms and give legal definitions of important terms where needed.

B. *Body.* Present the evidence you have collected and indicate the source of your evidence by the use of footnotes. Comment on the evidence you have found.

C. *Conclusion.* Summarize your study by analyzing the present status of the subject you selected. Recommend, if possible, further steps that should be taken for a more adequate program.

How to Get Your Data

Although books are a major source of information, don't neglect other important sources. For example, an excellent means of getting information on insurance rates would be to interview several local insurance representatives. Be sure, however, before you go for the interview that you have thought through the questions you want to ask. Take notes to be sure you get accurate information.

Plan An Assembly Program

Plan a program for Fire Prevention Week. Make it lively, interesting and informative. Plan to use a variety of methods. Here are some suggestions:

1. *Scientific Demonstrations.* Show how fire can be subdued by a smothering action. Place some alcohol in a dish and ignite it. Use a stiff cardboard, first telling the audience that you will show the improper way to smother the fire. Slide the cardboard *slowly* over the dish. The cardboard will begin to burn. Then point out the value of quick action by sliding the cardboard quickly over the dish, holding the cardboard firmly and evenly on it.

Show how dust can cause explosions by using a tin can, a candle and a funnel with a hollow end. Attach a rubber hose to the funnel and have the hose come five or six feet out of a hole in the side of the can. Explain to your audience that you are going to fill the funnel with flour, light the candle, place a lid (with a string attached to it and to the can) on the can, and then blow through the tube, causing the can to fill with dust and explode. Be sure to show the danger of this as it applies to emptying vacuum cleaner bags into a furnace.

Demonstrate the use of artificial respiration. Point out the dangers of asphyxiation and the value of using artificial respiration immediately.

(Consult your science teacher for other ideas.)

2. *Drama.* Demonstrate the right and wrong ways of clearing a room if a fire starts. Show the wrong way first—panic, people being trampled on, and asphyxiation. Then show the right way —orderly procedure, crawling on the floor if smoke is present, etc.

Show the right and wrong ways of reporting a fire by phone. The wrong way —rapid, unclear speech: "Comequick! There'safire!" The right way—calm, distinct message giving the address, kind of fire, and type of building.

Write to the National Board of Fire Underwriters, 85 John Street, New York 38, N. Y., for a free, one-act fire safety play called *The Intruder.*

3. *Movies.* Here are some suggested movies for use in your program:

"A Word to the Wise"—17 minutes, sound. Demonstrates common fire hazards in homes. (May be borrowed for return postage from the Division of Farm and Home Safety Education, Department of Public Instruction, Commonwealth of Pennsylvania.)

"Blasting Cap"—15 minutes, sound, color. Demonstrates dangers of fooling with blasting caps and dynamite. (Loan—same as above.)

"Frying Pan and the Fire"—18 minutes, sound, color. Demonstrates campfire safety. (Loan—same as above except from Department of Forests and Waters, Office of Public Relations, Commonwealth of Pennsylvania).

A Word on Halloween

This is the month for celebrating Halloween. Have fun, but don't neglect safety. Watch for fire hazards in jack-o-lanterns, campfires, Japanese lanterns, bonfires and fireplaces. Make sure your practical jokes are humorous—not fatal. There is no fun in watching someone get hurt. Play it safe, and *enjoy* Halloween!

the BULLETIN BOARD

Scout frat helps *Good Turn* . . .

Aiding in support of the *1958 National Safety Good Turn* of the Boy Scouts is the Boy Scout national service fraternity, Alpha Phi Omega.

Suggestions on how university chapters of Alpha Phi Omega can render service were printed in a recent issue of *Torch and Trefoil*, publication of the fraternity. They include:

(1) Conduct a survey of fire hazards for the college.

(2) Promote traffic safety on the campus in cooperation with the buildings and grounds department and campus police.

(3) Through publicity cause the entire campus to be conscious of safety in the laboratories, the swimming pool, the dormitories and houses.

(4) Boost the Scout *Safety Good Turn* through cooperation with the local Scout council.

school-agers learn first aid . . .

Of a total of 723,000 certificates given in basic first aid during the past year, 201,600 were issued to school-age young people, reports the *American Red Cross Journal.*

A total of 1,382,600 certificates were awarded to young people and adults who had completed courses in water safety instruction—swimming, lifesaving, small craft operation and instructor training.

auto racing, drag strips condemned . . .

Auto racing and drag-strip events were condemned recently as "road blocks in the path to greater traffic safety."

Said R. C. Salisbury, director of safety for the Wisconsin Motor Vehicle Department, "In glorifying speed, these events promote a competitive spirit which all too often is carried over into public roadway driving by both participants and spectators."

A check of central driver record files in the Motor Vehicle Department's Driver Control Division, he said, disclosed that eight Wisconsin racing drivers "have accumulated demerit points far different from points they won in racing contests." Among the points: speed limit violations, recent highway accidents, unnecessary vehicle noise, muffler violation and moving violations.

(Continued on page 54)

Do You Have Your NSC Membership Card?

SCHOOLS and individuals subscribing to SAFETY EDUCATION Magazine are entitled to membership in the National Safety Council upon application. In order to clarify Council records, those schools subscribing to SAFETY EDUCATION which desire membership status are requested to designate the individual who will represent the school as a member of the Council. That person must indicate to the Council his desire to represent the school's membership status. He or she will, upon applying with the application at right, receive a membership card in the National Safety Council.

Individual subscribers with school affiliation who desire to be recorded as members of the National Safety Council are requested to so indicate.

Effective as of July, 1959, only those who have complied with this request will be carried as members on National Safety Council records. The form below is to be used for this affiliation. *Fill it out and mail it to the School and College Division, National Safety Council, 425 No. Michigan Ave., Chicago 11, Illinois.*

School and College Division
National Safety Council
425 No. Michigan Ave.
Chicago 11, Ill.

I desire to exercise my privileges as a member of the National Safety Council. Please send the membership card to me.

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Street Address_____

City and State_____

The subscription is in the name of

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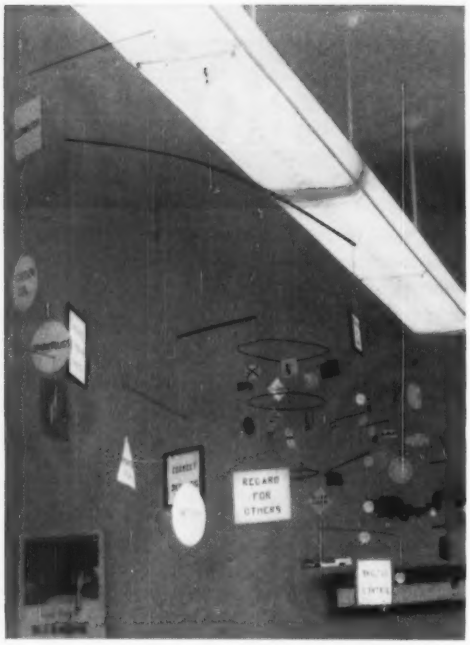
(School or Individual)



Driver education students at Westchester High School in Los Angeles put together these "mobiles" on traffic safety as a year-end project to keep themselves alert to various phases of driving. Various materials—bamboo, dowling, cardboard, plastic, wire and thread—are used to construct the mobiles, which give an outlet to student imagination as well as provide safety learnings easily and continuously.

drag racing condemned *(Cont. from page 53)*

Continued Salisbury: "Racing serves no good purpose insofar as safe driving is concerned. The sport emphasizes speed, speed, speed—no matter what the risk involved. If the energies and enthusiasm generated for speed contests could be put into more useful channels—such as economy runs, skill demonstrations and driver education—much could be done to build a stronger respect for traffic laws generally and speed laws particularly."

41 pupils killed in bus accidents . . .

School bus accidents killed 30 pupils in 38 states during 1956. One school bus driver and 16 other people were also killed in school bus accidents during that year.

This information came from the National Safety Council's *Annual Inventory of Traffic Safety Activities,* yearly compilation of traffic accident figures and the steps that communities are taking to attack the traffic problem. Only 38 states reported on school bus accidents in 1956.

There were 5,801 school bus accidents. Some 1,298 pupils, 50 other school bus passengers, 96 school bus drivers and 524 others were injured in these accidents.

The 38 states whose accident experience made up these figures operated 122,813 vehicles and transported 7,650,558 pupils.

In the ten states not reporting in the *Inventory,* 2,271,895 pupils were transported in 33,670 vehicles. Six of these ten states have unofficially reported a total of 11 pupil fatalities.

Arthur Traister dies . . .

Arthur B. Traister, supervisor of the Section on Safety Education, Pittsburgh Public Schools, died last summer.

Mr. Traister, a featured speaker during the 1957 School and College Sessions of the National Safety Congress on Pittsburgh's use of television in safety education, was a member of the Committee on the Promotion of Standard Student Accident Reporting of the Safety Education Supervisors' Section.

IMPORTANT NOTICE!

EVERY month the mail to the National Safety Council is filled with thousands of requests from school children for general safety material. The Council has been happy to fill these requests, with the conviction that such cooperation had a real part in emphasizing the importance of safety to each young correspondent.

Now, however, the volume of requests has reached such a point that we are no longer able to handle them. Therefore, we urge teachers to discourage their pupils from writing to the National Safety Council for safety material.

Instead, we suggest your pupils write to their local or state safety councils for information relating to the various phases of safety. This will not only facilitate service to them, but it will provide them with an opportunity to learn about the resources of their own communities and states which are actively engaged in the fight against accidents.

letter tells of pencil safety project . . .

Mrs. Emelia Logan, teacher at the Lake Como Elementary School in Orlando, Florida, sent the editor of SAFETY EDUCATION the following letter about a pencil safety project in her school:

"From time to time, we have a special emphasis on some subject as our accident records indicate a need for it. Last February, we stressed safety in the use of pencils, since our First Aid Nurse reported several pencil accidents in January. We invited her to meet with the safety council to plan how these accidents might be eliminated, and decided on the following plans: The nurse would do follow-up teaching with the children who had the accidents, since all of them were caused through carelessness in handling, holding and carrying pencils. She would also discuss safety with pencils over the school public address system. The Council members would give short talks on the prevention of pencil wounds in each room, and would make posters as reminders.

"We feel that our project has been worthwhile," Mrs. Logan continues, "and the number of pencil accidents has been reduced substantially."

See You at the Congress!

(Continued from page 6)

interest to school people, who use a great variety of products to keep school buildings in a safe condition.

The School and College Sessions of the National Safety Congress offer a once-a-year opportunity for safety educators to get together with others in their field of interest from all over the nation, with the single object of saving more lives from the tragedy of injury and death from accidents. Not only the meetings provide inspiration but also the corridor parleys, the gatherings over lunch, the between-sessions camaraderie provide an atmosphere conducive to personal and professional enrichment, as well as real progress toward the solution of accident problems.

If you haven't already sent in your reservation, now is the time to do it. Write the School and College Division, National Safety Council, 425 No. Michigan Avenue, Chicago 11, Illinois, for information on reservations and registration.

We'll be seeing you at the Congress!

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Send Now!
Order Hydramite for your school now. Complete with approved automotive fittings and easy installation instructions, $40.

Brussels' Halloween Party (Cont. from page 19)

postmaster and a farmer— journeyed to nearby Algoma, Wisconsin, for party pointers from that city's recreation director.

Their goal: 100 per cent participation, with simplicity and festivity. Children from Brussels and the neighboring areas were required to take the pre-party pledge: "No doorbell ringing afterwards."

Avoiding standard costume contests ("We want everybody to come and not just for prizes"), Principal Edmund Kwaterski instead urged youngsters to combine imagination with home materials and "come up with your own costume ideas." His advice found at least one group of boys involved in a three-night sewing session, putting hobo patches on their jeans. The finishing touches were easy. A long stick, an old bandanna and burnt cork.

While youngsters whispered other costume plans at school, the Athletic Club held a packing bee. "We got peanuts by the bushel, sacks from a grocer, hard candy, chocolate bars, gum —the works." In assembly line precision, the men joined several tables in the school gymnasium, placed sacks at one end, stuffings in the middle and a stapler for the final seal.

A kibitzing youngster took quick inventory, examined the first completed product and declared, "There's at least 38 cents worth of stuff in here!" as she galloped off to sound the news to her friends.

Treats pared the over-all budget to a $15 balance, which canceled previous plans to decorate the gym. The money was used, instead, to rent five film strips from a Green Bay distributor. Movies proved a better choice. Brussels youngsters live some distance from the nearest film theater and liked cinema at home.

At the party, the children flopped on the gymnasium floor while Kwaterski started the borrowed projector. The kids seemed to like floor-squatting, and the men scored another mark for simplicity.

Principal Kwaterski issued only one order during the entire party.

"You want to know where to put the peanut shells?" he shouted to the gang.

"No!" 150 voices chorused.

"On the floor!" yelled the principal.

"Oh, *boy!*" shrieked the youngsters.

"Against the rules," he confided, "but that helps to make this party 'special'."

The Brussels Athletic Club figured the party cost about $250, allowing for "extras" donated

Above: Brussels Athletic Club members assist in distributing the Tricks or Treats bags. Below: Principal Edmund Kwaterski cleans up millions of peanut shells after the party.

A "follow-up" celebration for the community's teen-agers cost $50. The clean-swept gym was invaded by the dancing set at 9 p.m., and a three-man combo played music until midnight. Faculty members and others sold "subsidized snacks," (nickel hot dogs and five-cent bottles of pop.)

While the older youths failed to collect a trick-or-treat sack, they agreed that favors were "for the children," and happily noted that their kid brothers and sisters had indeed collected their treats without tricks or tragedy●

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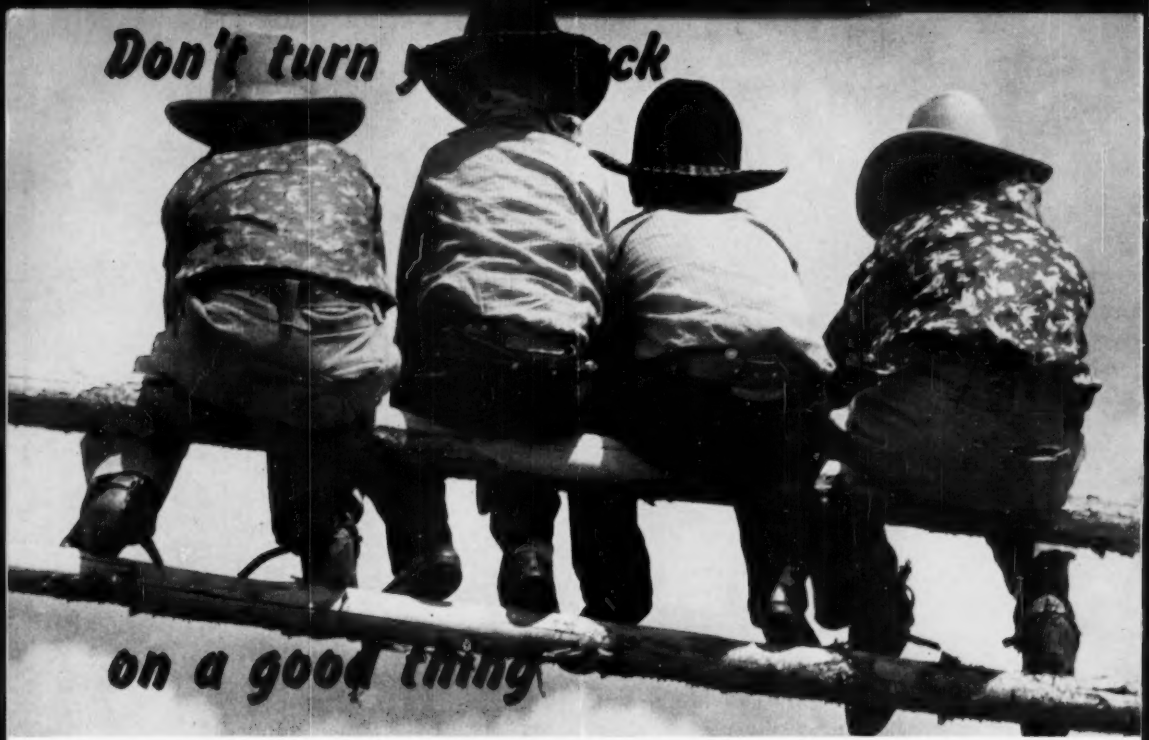

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Take Part in informal, group "buzz" sessions, panel discussions and get-togethers, by telling of your experiences and problems. Consult with people who have faced similar situations. Give ideas—*get* ideas!

FILL OUT COUPON

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Please send me full information about the School and College Sessions of the 1958 National Safety Congress and Exhibition, including preliminary program and hotel reservation form.

Name _____ Title _____

School _____

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SAFETY EDUCATION CHICAGO, ILL. OCTOBER, 1958 Vol. 38, No. 2 Section 2

FIRE...

FRIEND or

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S-1379-A

TAME
THAT
FLAME!

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